

KEVICC KS3 Curriculum:	Subject: English	Key terms and vocabulary.
Year: 9 Term: Autumn 2	Topic: Power and Conflict: Protest Poetry	Bold = Tier 3 subject terminology
<p>What is the essential knowledge from this unit?</p> <p>Students will practice the skills of analysing and discussing the impact of poetry. The assessments are based on Literature paper 2 (Section B – Conflict Poetry comparison).</p> <p>There is lots of opportunity for discussion of contentious issues including race and body image. Students will also have opportunities for creative writing and poetry writing.</p> <p>Students will focus on simile, imagery, personification and metaphor as well as revising all other figurative and structural methods.</p> <p>Alongside the scheme, students will have one lesson a fortnight on Media with a focus on viewpoint and bias.</p>		<p>Words are discussed and used within the lesson context and then revisited in the following lessons. Students are encouraged to use these words in their assessments. Library lessons are also used to reinforce these words. They will be revisited a minimum of four times in the year.</p> <p>Persuasion, protest</p> <p>Anecdote</p> <p>Ignorance</p> <p>Democracy</p> <p>Sibilance, Assonance</p> <p>Juxtaposition</p> <p>Propaganda</p> <p>Entice, Superlative</p> <p>Connotations</p> <p>Condemnation</p> <p>Fatigue</p> <p>Semantic field</p> <p>Allude to, Imagery</p> <p>Disprove</p> <p>Exhaustion</p> <p>End stop, caesura</p> <p>Enjambment</p> <p>Prose, persecution</p> <p>Oppression, subtle</p> <p>Crude, disparity</p> <p>Discourse marker embedded (quote)</p> <p>Sodden, blundering</p> <p>Summarise</p> <p>Visceral</p> <p>Graphic (imagery)</p> <p>Emotive,</p> <p>Perception</p> <p>Traumatised</p> <p>Posthumously</p> <p>Discriminatory</p> <p>Barbaric</p> <p>Direct address</p> <p>colloquial language</p> <p>Collective pronoun</p> <p>Griot, reputable</p>
<p>What prior learning supports understanding of this content?</p> <p>All work from Year 7 and 8, especially the poetry work. Every scheme in 7 and 8 had a focus on writer's craft and how writing is deliberately written for impact and effect.</p>	<p>How does this content link to future learning?</p> <p>Students need to be able to read unfamiliar poetry texts and come up with meaning as well as picking out particular language and structural methods for analysis of impact. The focus throughout Year 9 is on 'power and conflict'. This will be a good grounding for GCSE Literature.</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic texts?</i></p> <p>Throughout the scheme: Strange Fruit (Holiday), The A Team (Sheeran), Who's for the Game (Pope), Dulce Et Decorum Est (Owen), Counter Attack (Sassoon), Black (Dave).</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Changing poetry into prose - transformative writing, writing own protest poems using various stimuli, writing comparative paragraphs (using PEACE), writing analysis paragraphs (using PEZAL).</p>	
<p>Review:</p> <p><i>How will learning be reviewed?</i></p> <p><i>How will feedback be received?</i></p> <p>Peer and Self-Assessment throughout the scheme.</p> <p>Lesson 10 – GCSE style question (Comparison of Who's for the Game and Dulce et Decorum Est.) and then another in Lesson 18 at the end of the scheme with opportunity to act on targets and improve writing for summative assessment.</p>		