

Meden School Curriculum Planning							
Subject	English	Year Group	7	Sequence No.	2	Topic	Poetry

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
Week 1 Metaphor- Greek myth What is a poem- KS2 Types of poem- KS2	<p>Understanding tenor/ vehicle/ ground-</p> <ul style="list-style-type: none"> • Tenor The thing you want to try and describe to your audience • Vehicle The imaginative idea you compare it with to help your audience understand it. This is the 'made up' bit. • Ground/s The things the tenor and the vehicle have in common. <ul style="list-style-type: none"> □ 'Fog' by Carl Sandberg- Literal and non literal language and introducing metaphors (How is a cat similar to fog?) □ A poem by Adelaide Crapsey-introducing metaphors against literal language. Using the weather/seasons as a metaphor □ 'Dreams' by Langston Hughes- tenor and vehicle (metaphor) plus analytical paragraph: topic sentence, evidence and explanation. Weather and season metaphors. 	Literal and non literal language- understanding nuances in speech and importance of speaking/ using words carefully without implication (look at examples of things taken literally on Twitter!)
Week 2 What is literal and non-literal language? What is a tenor? What is a vehicle?	<ul style="list-style-type: none"> □ 'Sally' by Phoebe Hesketh- metaphors in the poem (tenor and vehicle) Metaphors to develop character. □ Analytical writing on 'Sally'- : topic sentence, evidence and explanation + demonstrating an understanding of metaphor □ 'Frogs' by Norman MacCaig- tenor, vehicle and ground in understanding metaphors. Analytical paragraph answering "How does Norman MacCaig describe frogs?" using : topic sentence, evidence and explanation + demonstrating an understanding of metaphor 	Dreams/ ambition- why is it important to have dreams and be ambitious? Can everyone and should everyone in the world have dreams? Why prevents ambition? Uniqueness of character in <i>Sally</i> - why it is important to celebrate difference.

	Metaphors to build character and information about a person/thing	
<p>Week 3</p> <p>What is a tenor?</p> <p>What is a vehicle?</p> <p>What are grounds?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> ‘Pigeons’ by Richard Kell - tenor and different vehicles Metaphors to demonstrate beauty <input type="checkbox"/> Analytical paragraph- ‘How does Kell describe pigeons?’ using : topic sentence, evidence and explanation + demonstrating an understanding of metaphor <input type="checkbox"/> ‘The Eagle’, by Alfred, Lord Tennyson- tenor and vehicle but examining the ‘ground’. Analytical paragraph on ‘How does the poet use metaphor to describe the eagle?’. <p>Metaphors to demonstrate power</p>	<p>Perspectives- seeing the good in the world Ignoring stereotypes</p>
<p>Week 4</p> <p>What are grounds?</p> <p>What is a tenor?</p> <p>What is a vehicle?</p> <p>What is a metaphor?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> ‘The Tyger’, by William Blake - understanding ‘ground’ in metaphor: responding to the statement: ‘Blake thinks that the tiger was created by a strong and powerful god.’ using skills of evaluation, evidence. Metaphors to demonstrate power <input type="checkbox"/> ‘Owl’, by Pheobe Hesketh- tenor/vehicle/ground and the question- ‘How does the poet make the owl seem dangerous?’ (showing understanding of metaphor and writer’s intention plus using : topic sentence, evidence and explanation) Metaphors to demonstrate power <input type="checkbox"/> Assessment- ‘A Case of Murder’, by Vernon Scannell- finding evidence within the poem/ looking at differing perspectives (seeing the cat as a villain and a victim) plus paragraph writing- ‘How does Scannell change the way we view the cat throughout the poem?’ in at least one paragraph. (Demonstrating ability to write topic sentences, use evidence, explain) 	<p>Beauty of nature</p>

<p>Week 5</p> <p>What are grounds?</p> <p>What is a tenor?</p> <p>What is a vehicle?</p> <p>What is a metaphor?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> ‘Hope is the thing with the feathers’ by Emily Dickinson- tenor/vehicle/ ground + How does Emily Dickinson show that hope is important to people’s lives? Metaphors to inspire/ hope <input type="checkbox"/> ‘For Forest’- metaphor and personification within the poem Personification of nature <input type="checkbox"/> ‘The Kraken’ by Lord Alfred Tennyson- looking at individual word choices- What makes the Kraken such a terrible monster? Word choices to create fear 	<p>Hope- in the lives of others from different countries/places (migrants/ refugees)</p> <p>Place- why it is important to all people Home- means something different to everyone (explore third world countries)</p>
<p>Week 6</p> <p>What is personification?</p> <p>What is a writer’s word choice?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The Grauballe Man by Seamus Heaney- finding evidence/ looking at the grounds for each metaphor Word choice to develop imagery <input type="checkbox"/> Analytical writing- ‘How does Heaney show us what Grauballe Man is like?’ (Demonstrating ability to write topic sentences, use evidence, explain plus comment on word choices) <input type="checkbox"/> ‘A Poison Tree’ by Emily Dickinson- extended metaphors to demonstrate feelings 	<p>Anger and rage and controlling it</p>
<p>Week 7</p> <p>What is a metaphor?</p> <p>What is an extended metaphor?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> ‘Spellbound’ by Emily Bronte- exploring use of metaphor in the poem Metaphors to demonstrate feelings <input type="checkbox"/> Writing own poem using metaphor (demonstrating application) <input type="checkbox"/> ‘Stopping by Woods on a Snowy Evening’ by Robert Frost- writing analytically ‘How does Frost show us the speaker’s feelings about his journey?’ plus writing your own poem about a person on a journey (demonstrating analysis and application) Language to elicit meaning about the speaker’s feelings 	<p>Entrapment- physically and mentally</p>
<p>Week 8</p> <p>What is morality (Greek myth)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> ‘All Of Us’ by Kit Wright- quotations/ tenors/ vehicles/ grounds in poem then considering what the moral of the poem is Imagery and the use of morality in poetry 	<p>Fear- controlling and harnessing fear/ different types of fear</p> <p>Loneliness- impact in Britain</p>

<p>What is a metaphor?</p>	<ul style="list-style-type: none"> □ 'How does Wright use metaphor in 'All Of Us' to show a moral?' - (Demonstrating ability to write topic sentences, use evidence, explain plus comment on writer's intention) □ 'The Listeners' by Walter de la Mare (exploring sensory language and feelings)- using as model to write own poem using sounds/ silence/ feelings 	
<p>Week 9</p> <p>What different forms can poems take?</p> <p>Who was Shakespeare?</p> <p>What are grounds/tenor/vehicle?</p>	<ul style="list-style-type: none"> ○ L1: Intro to who Shakespeare was, his influence on our language ○ L2: Sonnet: Introducing the form and going over rules of a Shakespearian sonnet (14 lines, rhyming couplets, iambic pentameter, love theme) ○ L3: iambic pentameter and poetry structures in general – syllables, rhyme and rhythm 	
<p>Week 10</p> <p>What is a poetic form?</p> <p>What is a rhyme scheme?</p> <p>What is a syllable?</p> <p>What are rhyming couplets?</p>	<p>Sonnet 30</p> <ul style="list-style-type: none"> ○ L1: Reading and understanding (metaphor, personification, iambic pentameter) ○ L2: Annotating and planning ○ L3: Writing up response 	<p>Poetic traditions (oral tradition) worldwide- heritage and culture and its importance</p>
<p>Week 11</p> <p>What is a sonnet?</p> <p>What is a metaphor?</p> <p>What</p>	<p>Sonnet 75</p> <p>L1: Reading and understanding (metaphor, personification, iambic pentameter)</p> <p>L2: Annotating and planning</p> <p>L3: Writing up response</p> <p>MCQ – Part 2 – complete this week.</p>	

Week	Key question	Practice task
1	<p>What are literal and non- literal meanings? What is a metaphor?</p> <p>What is a metaphor and how is this technique used in 'A poem by Adelaide Crapsey'?</p> <p>What is a tenor and what is a vehicle? How important are dreams to Langston Hughes?</p>	<p>Answer the question, 'How is a cat similar to fog?' in a paragraph.</p> <p>Practice- 1. What is the sound of leaves falling being compared to? 2. What do ghosts make you think about? Consider how they might look, how they might sound and what they are. 3. What does this have in common with the sound of leaves falling? 4. This poem is called 'November Night'. Write the title in above the poem. Do you think this is a good title? Why? Why not?</p> <p>Writing an analytical paragraph in response to How important are dreams to Langston Hughes?</p>
2	<p>What can I learn from the metaphors used in Sally by Phoebe Hesketh?</p> <p>How is Sally presented in the poem?</p>	<p>Comprehension of poem questions (below) plus studying the metaphors used in the poem- 'dog-rose', 'scatterry as petals', 'Tripping you like briars', 'Or taught any more than the wind', Students need to explain what they learn about Sally from each metaphor.</p> <p>Sally is described as 'scratchy'. What do you think this means? 2. The writer says that Sally was 'not to be tamed or taught'. Do you think this means that Sally was stupid? 3. How does Sally's behaviour change between 'dull days' and when 'the sun' is out?</p>

	<p>What is the tenor, vehicle and ground in the poem 'Frogs' by Norman MacCaig?</p> <p>How does Norman MacCaig describe frogs?"</p>	<p>4. How do Sally's parents react to her behaviour? 5. What does the phrase 'you felt the sun saved under her skin' tell you about how the writer feels towards Sally?</p> <p>Writing about 'Sally' Write two paragraphs on this question. Focus on What Sally is like at school.</p> <ul style="list-style-type: none"> • What Sally is like at home. <p>Use top sentences/ evidence/ explanation</p> <p>Table looking at tenor, vehicle and ground for the following: Frogs leaping Frogs dying Frogs sitting Frogs swimming in the poem</p> <p>Analytical paragraph answering "How does Norman MacCaig describe frogs?" using : topic sentence, evidence and explanation + demonstrating an understanding of metaphor</p>
3	<p>What is the ground in the poem 'Pigeons' by Richard Kells?</p> <p>'How does Kell describe pigeons?'</p>	<p>Table- Write out the VEHICLE used to describe each TENOR in the poem. Think of three different things that the TENOR and VEHICLE have in common (this is the GROUND).</p> <p>Write a paragraph to answer the question, 'How does Kell describe pigeons?'</p> <p>Students will need to choose one of his metaphors and use the 'ground' column of their</p>

	How does the poet use metaphor to describe the eagle in 'The Eagle' by Alfred, Lord Tennyson?	<p>table to explain what it tells them about how pigeons move, sound or behave. Topic sentence., evidence, expl</p> <p>Table exploring the 'ground' in quotes from the poem then a paragraph answering the q 'How does the poet use metaphor to describe the eagle?' using topic sentence., evidence, expl.</p>
4	<p>How does Blake use metaphors in 'The Tyger'?</p> <p>How does the writer use metaphors to create a sense of danger in the poem 'Owl'?</p>	<p>Annotating the poem and showing an understanding of 'ground' in the poem (Circle which of these examples of ground are successful)</p> <p>'How does the poet make the owl seem dangerous?'- analytical paragraphs using topic sentence., evidence, expl, zoom</p>
5	How does Emily Dickinson use metaphors to present hope in the poem 'Hope' is the thing with feathers'?	<p>Find the tenor, vehicle and grounds in the poem (grid)</p> <p>How does Emily Dickinson show that hope is important to people's lives? analytical paragraphs using topic sentence., evidence, expl, zoom</p>

	<p>What is personification and where is it used in 'For Forest' by Grace Nicholls?</p>	<p>Comprehension q around poem, then: Why is the forest female in the poem? 2. What is the forest like as a character? 3. What type of person is she?</p>
6	<p>How does Tennyson use language to present the Kraken?</p> <p>What is imagery and how is it used in 'The Grauballe Man'?</p> <p>What is an extended metaphor?</p>	<p>Annotating the poem and zooming in on word choices, then, What makes the Kraken such a terrible monster? using topic sentence., evidence, expl, zoom</p> <p>Practising exploring the vehicle and grounds in Heaney's imagery/ metaphor</p> <p>Analytical writing- 'How does Heaney show us what Grauballe Man is like?' (Demonstrating ability to write topic sentences, use evidence, explain plus comment on word choices)</p> <p>'How does Blake use an extended metaphor in 'A Poison Tree' to show a moral?' in a paragraph</p>
7	<p>Can I use <i>Spellbound</i> by Emily Bronte to write my poem using a metaphor?</p>	<p>Comprehension and exploration of metaphor in <i>Spellbound</i>: 1. At what time of year is the poem set? 2. At what time of day is the poem set? 3. What is the weather like in the poem? 4. Why do you think the poet chose this setting for her poem? 5. Why can the speaker in the poem not go and escape the weather?</p>

	<p>How does Frost use language to show us the speaker's feelings about his journey?</p> <p>Can I use 'Stopping by Woods ...' by Robert Frost to write my poem using a metaphor?</p>	<p>Write your own poem about a person who feels trapped. • Use metaphor. • Describe the setting where the person is trapped. • One of the pictures below might give you an idea.</p> <p>Reading./ exploring poem- Understanding: What is 'Stopping by Woods ...' about? Write down your answers to the questions below.</p> <ol style="list-style-type: none"> 1. Why will the wood's owner not know that the speaker has stopped in the woods? 2. Why does the horse think it is strange to stop there? 3. What sounds are there in the poem? 4. How is the speaker feeling in the last stanza (verse)? <p>Analytical paragraph: 'How does Frost show us the speaker's feelings about his journey?'</p> <p>Write your own poem about a person on a journey.</p> <ul style="list-style-type: none"> • Use metaphor. • Describe the place the person is traveling through. • Show us how the person feels about their journey. • You can use these pictures for inspiration
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8	<p>'How does Wright use metaphor in 'All Of Us' to show a moral?</p> <p>How does the writer present their actions and feelings in 'The Listeners'?</p>	<p>Exploring imagery in the poem All of Us plus- 'How does Wright use metaphor in 'All Of Us' to show a moral? (Analytical paragraph)</p> <p>Break down actions, thoughts & feelings stanza by stanza then look at sensory language: Underline any words that describe sounds. 2. In a different colour underline any words that describe silence. 3. Why are sounds and silence so important in this poem? 4. What is the mood or feeling of this poem?</p>
9	What is a sonnet?	<p>Reading 'Shall I Compare Thee to A Summer's Day?' Annotating/ look at vehicle/ tenor/ ground. Look at rules of a sonnet (14 lines/ love poem/ iambic pent/ rhyming couplets/ octave/sestet) within the poem)</p> <p>Paragraph- what is a sonnet?</p> <p>How does Shakespeare present love in 'Shall I Compare Thee to A Summer's Day?'</p>
10		<p>Reading '...' Annotating and looking at rules/ form of ballad within (oral tradition, ABCD rhyme scheme, central dramatic event recounted, 'narrative' poem (explicit teaching of narrative), poem told through dialogue)</p>
11		<p>Reading '...' Annotating and looking at rules/ form of free verse.</p>
12		

