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| **What will we be learning?**  **Year 7 – Poetry Through the Ages**  The Miller by Geoffrey Chaucer, The Pardoner by Geoffrey Chaucer, Swans by Sara Teasdale, Pigeons by Richard Kell, Caedmon’s Hymn, Beowulf, Anglo-Saxon Riddles, A Description of the Seasons bySir Gawain and the Green Knight, January by R. S. Thomas | **Why this? Why now?**  To raise awareness of a range of poetry; to explore how poetry can be structured to create meaning, to explore a range of poetic techniques and their effects. | **Key Words:**  Stanza  Structure  Rhyme  Rhythm  Caesura  Alliteration  Simile  Metaphor  Personification  Onomatopoeia  Enjambement  Theme  Message  Speaker  Sound  Imagery  Context |
| **What will we learn?**   * Understanding: To be able to make clear inferences about the text (s). * Evidence: To be able to include short appropriate quotations. * Writers’ Methods: To be able to show clear understanding of methods and their effects some of the time. To be able to use terminology accurately most of the time. * Context: To be able to show clear understanding of the relevance of when and where a text was written. | |
| **What opportunities are there for wider study?**   * Exploring poetry independently: appreciating attitudes and values of poets in context; understanding ideas and emotion through rhythm and sound. * Entering poetry competitions (look on MyWrite!) * Listening to song lyrics and identifying figurative language. * Writing your own poetry!   **What similar texts might I enjoy?**   * Poetry collections by Michael Rosen (Michael Rosen’s A-Z) * Children’s Poetry Archive * Watch some videos of live poetry performed; look for poets like John Agard, George Watski or Amanda Gorman. | |
| **How will I be assessed?**   * Reading comprehension assessment | |