

Learning Programme – English

Topic: ‘Skirrid Hill’ (UVI Literature Paper 2B: Texts in Shared Contexts: Modern Times: Literature from 1945 to the Present Day)

Topic/ Content	Objectives/Skills	Homework	Assessment	Success Criteria (for A Level examination)	Stretch & Challenge (Thirst for Learning)
Approaching poetry: Skirrid Hill	To be able to read & respond to poetry with confidence – learning not only the poems in the anthology, but also garnering skills for the unseen poetry question	Revise/learn poetic terminology from glossary (AO1 & AO2 focus)	Key terminology class test (AO1 & AO2 focus)	<u>Band 5:</u> Perceptive/Assured 21-25 marks At the top of the band students are consistently assured and will demonstrate sensitivity and perception across all five assessment objectives <u>At the bottom of the band</u> there will be coherence and accuracy with some perception but with less consistency and evenness. <u>Band 4 :</u> Coherent/ Thorough 16-20 marks	Read other anthologies by O Sheers (<i>The Blue Book, A Poet’s Guide To Britain</i>) or his novel (<i>Resistance</i>); reviews of his work and other poetry by Carol Ann Duffy, for example, or Philip Larkin (AO4 focus)
Using Specialist terminology	To revise/learn some advanced specialist terminology (e.g. deixis, leitmotif, chiaroscuro, synaesthesia, cacophony, euphony etc.) To understand a range of terminology and be able to identify examples within the poems and use it judiciously in responses	Revise specialist terminology for test next lesson (AO1 & AO2 focus) Become familiar with the anthology – read the poems (AO1 & AO2 & AO3 focus)		<u>Band 4 :</u> Coherent/ Thorough 16-20 marks	Practise responding to other modernist (unseen) poems. Think carefully about which literary devices are effective and why (AO1, AO2 & AO3 focus)
Exploring effects of language & methods, including structure, to create meaning in context	To explore the effects of language choices & literary methods including structure by focusing on the context of each poem To be able to use terminology as part of this analysis To develop analysis of language & methods by offering tentative judgements informed by context	Choose five quotations from the poem to analyse. Focus on the impact of a particular word choices/literary methods and their effects in context (AO2 & AO3 focus)	Context test – each of the poems put into its context within the anthology (AO3 focus)	‘Coherence’ is evident when students are logical and consistent in their arguments in relation to the task. ‘Thoroughness’ is shown when students write carefully, precisely and accurately. <u>Band 3</u> Straightforward/ Relevant 11-15 marks	Begin to explore how the structure of a poem can contribute to overall meaning (AO2 focus) Read articles from the British Library website (AO4 & AO5 focus)
Concepts and issues from wider literature study	To explore connections between the poems and the central issues of modern literature. To frame a wider understanding of concepts from connective reading in this area.	Read The Halo Upon the Bones: R.S. Thomas’s Journey to the Interior (AO4 focus)	Practice paragraphs / part essays on thematic questions (AO1, AO2, AO3 & AO5)	‘Straightforward’ work is shown when students make their ideas in relation to the task clearly known ‘Relevant’ work is shown when students are focused on the task and use detail in an appropriate and supportive way	Explore the British Library timeline (AO4 & AO5 focus) Create a glossary of key specialist terminology, which can be added to throughout the year (AO1 and AO2 focus)

		Articles on the Poetry Foundation website (AO4 focus)	Full essays based on poems as studied (AO1, AO2, AO3, AO4 & AO5)	Band 2 Simple/Generalised 6-10 marks This band is characterised by simple and generalised work, mainly linked to the task. <u>At the top of the band</u> students will demonstrate a basic generalised understanding in the course of their answer. Ideas will be developed in a simple way. <u>At the bottom of the band</u> there will be inconsistency, but the beginnings of a simple and generalised understanding.	
Practising responding to specific questions – understanding the question prompt ... 'Examine the view...' or 'Examine the significance...'	To be able to extract relevant information from a question to form an argument To be able to choose poems judiciously To focus on particular aspects (literary methods/language) of each poem to support your argument To be able to offer an alternative response to the poem / engage with the debate in the question	Compose introductions to a range of set questions focus on AO1 – constructing an argument Write paragraphs focused on set questions (AO1 & AO2 focus) Engage with question debate (AO5 focus) (Peer marked, using modelled responses and a student friendly marking scheme). Sampled by teacher	End of unit assessment focusing on these skills. This will follow the A Level Literature format.		
Assessment	To be able to respond to feedback and improve response(s) as a result To respond to a thematic/general question on Sheers' poetry and produce a response in timed conditions				

The homework highlighted in red or green will be used when forming judgements/interim grades. The final grades will be based on the one off end of unit assessment. Tasks highlighted in green will be teacher assessed with diagnostic feedback provided. Tasks highlighted in red will be self or peer assessed with marks recorded.