Many hands reaching out to the earth

AI-generated content may be incorrect.Cluster 1: **Making meaning of our lives:** These poems explore the concept of personal identity and the experiences in life that shape who we are.

Cluster 2: **Connecting with the lives of others:** These poems consider human connection through family generations, place and society.

Cluster 3: **Living in the World:** These poems relate to mankind’s place on the earth, its connection to nature and topical issues for our planet and environment

Assessment points are highlighted in blue

**Writing skills connected to AQA Mark Scheme in purple**

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| **Week** | **Learning Objective** | **Cluster & Big Ideas** | **Poem and Big Ideas** | **Homework** |
| **1** | *To understand how childhood experiences give lasting meaning to our lives* | **Cluster 1: Making meaning of our lives**    **Big Ideas:**  Belonging  Identity and work  The past and present  Family and self  Sense of purpose | **Thirteen, Caleb Femi, p.20**  *Little Ideas: identity, race, culture, childhood & past, expectations & reality.*   * **Hook: Watch Caleb Femi “coping” on Youtube** * Ensure context sheets are explored and stuck in books * **Teach Poem through top 3 quotations and exploration of the title.** * **Writing Skill: AO1: List 3 messages that Femi conveys, using critical language** | **Homework Summary Sheet**  and/or  **Essential Prep: research & create a storyboard for Malala Yousafzai’s life** |
| **2** | *To explore the importance of having control and autonomy over our own lives* | **A Century Later, Imtiaz Dharker, p.14**  *Little Ideas: sense of belonging, identity, cultural shifts, childhood, education*   * **Hook: Watch Malala’s story on Youtube and read Wilfred Owen Anthem for Doomed Youth** * Ensure context sheets are explored and stuck in books * **Teach Poem through top 3 quotations and exploration of the title.** * **Writing Skill: AO1: compare the ideas in Thirteen and A Century Later by using Venn diagram. From this, practise writing some comparative ‘topic sentences’.** | **Homework Summary Sheet**  and/or  **Topic sentence practise for 5 new questions** |
| **3** | *To explore how cultural connection creates elements of our identity* | **Name Journeys, Raman Mundair, p.9**  *Little Ideas: identity formation, cultural shifts, language, ethnicity, belonging*   * **Hook: Explore religious references Rama & Sita story** * Ensure context sheets are explored and stuck in books * **Teach Poem through top 3 quotations and exploration of the title.** * **Assessment: How does Raman Mundair present the relationship between language and identity in her poem?** | **Homework Summary Sheet**  and/or  **Practise paragraph comparing injustice in Thirteen & A Century Later** |
| **4** | *To explore how ancestry helps us understand ourselves* | **Homing, Liz Berry, p.13**  *Little Ideas: social mobility, identity, language, family and generations, culture and belonging*   * **Hook: Exploring homing pigeons and regional accents** * Ensure context sheets are explored and stuck in books * **Teach Poem through top 3 quotations and exploration of the title.** * **Writing Skill: AO2: how to write about and analyse importance of sound in poetry and Berry’s use of phonetic dialect** | **Homework Summary Sheet**  and/or  **Complete a fact file/ research task on the Peterloo Massacre and its impact.** |
| **5** | *To understand the self-destruction of mankind* | **England, Percy Bysshe Shelley, p.5**  *Little Ideas: self-destruction, authority & power, social injustice, purpose of lives, belonging*   * **Hook: explore a known revolution or Peterloo Massacre and compare to modern revolutions** * Ensure context sheets are explored and stuck in books * **Teach Poem through top 3 quotations and exploration of the title.** * **Assessment:** **How do the poets present ideas about having power over your own life in *England 1819* and one other poem you have studied?** | **Homework Summary Sheet**  and/or  **Complete Cluster 1 Revision Table** |
|  |  |  | **Holidays** |  |
| **1** | *To explore the interconnectedness of lives through art* | **Cluster 2: Connecting with the lives of others**    **Big Ideas:**  Interconnectedness  Communication  Multiculturalism  Relationships  Isolation  Community  Family  Material objects | **The Jewellery Maker, Louisa Adjoa Parker, p.15**  *Little Ideas: materialism, generations and family, relationships, community, interconnectedness*   * **Hook: watch jewellery being made on Youtube & discuss the soft skills involved** * Ensure context sheets are explored and stuck in books * **Teach Poem through top 3 quotations and exploration of the title.** * **Writing Skill: AO2: How to identify poetic structural methods and how to write about them in essays** | **Homework Summary Sheet**  and/or  **Imitate Parker’s poem to write your own that celebrates a different type of craft or art** |
| **2** | *To understand the importance of feeling connected to the past* | **A Wider View, Seni Seneviratne, p.12**  *Little Ideas: generations and family, connections to the past, interconnectedness, community, isolation*   * **Hook: get students to select the top 5 things in their local area that give it its identity and/or that have been around for at least 3 generations** * Ensure context sheets are explored and stuck in books * **Teach Poem through top 3 quotations and exploration of the title.** * **Writing Skill: how to write comparative thesis statements using comparative connectives e.g. Whilst/ Whereas/ However** | **Homework Summary Sheet**  and/or  **Create a character profile of someone in your family who moved places (home or work) and why** |
| **3** | *To comment on cultural shifts and its impact on others* | **pot, Shamshad Khan, p.11**  *Little Ideas: belonging, cultural shifts, identity, colonialism, loneliness, (mis)representation*   * **Hook: Read Macron Report on return of colonial-era objects** * Ensure context sheets are explored and stuck in books * **Teach Poem through top 3 quotations and exploration of the title.** * **Assessment: How do the poets present the way that objects carry meaning in *pot* and *The Jewellery Maker*?** | **Homework Summary Sheet**  and/or  **Research the Windrush generation ahead of next week’s poem** |
| **4** | *To explore the impact of ignorance and miscommunicati between humans* | **On an Afternoon Train from Purley to Victoria, 1955, James Berry, p.8**  *Little Ideas: race, communication, connection, misunderstanding, ignorance, identity*   * **Hook: Windrush generation fact file/ Youtube** * Ensure context sheets are explored and stuck in books * **Teach Poem through top 3 quotations and exploration of the title.** * **Writing Skill: AO3: how to subtly embed contextual and authorial intentions and big ideas into analytical paragraphs** | **Homework Summary Sheet**  and/or  **Practise paragraph ahead of assessment next week** |
| **5** | *To understand how disconnection can cause isolation and loneliness* | **In a London Drawingroom, George Eliot, p.7**  *Little Ideas: isolation, places, environment, interconnectedness, loneliness, divides in humanity*   * **Hook: images of drawing rooms in Victorian society: discuss purpose/ class** * Ensure context sheets are explored and stuck in books * **Teach Poem through top 3 quotations and exploration of the title.** * **Assessment:** **How do the poets present ideas about human connection in *On an Afternoon Train* and one other poem you have studied.** | **Homework Summary Sheet**  and/or  **Complete Cluster 2 Revision Table** |
|  |  |  | **Holidays** |  |
| **1** | *To understand that there are many different ways to interact with the world around us* | **Cluster 3: Living in the World**    **Big Ideas:**  Our environments  Man and nature  Solace of nature  Isolation  Mindfulness  Places and home | **With birds you’re never lonely, Raymond Antrobus, p.16**  *Little Ideas: the modern world, man’s care for nature, communication and connection, spirituality, harmony, belonging and family, growth, experience.* **Hook:**   * **Hook: sounds of the day; watch Antrobus’s Youtube ‘Dear Hearing World’** * Ensure context sheets are explored and stuck in books * **Teach Poem through top 3 quotations and exploration of the title.** * **Writing Skill: development of topic sentences that contain the why: using AO3 within topic sentences** | **Homework Summary Sheet**  and/or  **Essential Prep: fact file on the Romantics** |
| **2** | *To explore Romantic ideas about human's relationship with nature* | **Lines Written in Early Spring, William Wordsworth, p.4**  *Little Ideas: spirituality & faith, religion, peace, mental health, enlightenment, nature of mankind, conflict*   * **Hook: explore selection of Romantic paintings- find commonalities** * Ensure context sheets are explored and stuck in books * **Teach Poem through top 3 quotations and exploration of the title.** * **Writing Skill: how to better structure paragraphs: writing about both poems within the paragraph and developing an ‘integrated’ comparative approach** | **Homework Summary Sheet**  and/or  **Complete Venn Diagram comparing Antrobus and Wordsworth’s feelings towards nature** |
| **3** | *To explore nature as a source of comfort and inspiration* | **Shall Earth No More Inspire, Emily Bronte, p.6**  *Little Ideas: rebellion, solitude, loneliness, beauty, heaven & earth, religion, women’s voices, mother nature, mental health*   * **Hook: match-up of Old English words to current (thee/ thine/ thou/ thy) with focus on direct address in poetry** * Ensure context sheets are explored and stuck in books * **Teach Poem through top 3 quotations and exploration of the title.** * **Assessment:** **How do the poets present the connection between places and mindfulness in *Shall Earth No More Inspire Thee* and *With Birds You’re Never Lonely*?** | **Homework Summary Sheet**  and/or  **Essential Prep: pre-read and annotate your own thoughts and ideas onto *Portable Paradise*** |
| **4** | *To analyse the importance of places and home* | **Portable Paradise, Roger Robinson, p.18**  *Little Ideas: sense of belonging, places, the environment, family, nature, travel, migration, identity*   * **Hook: discussion of travel, nostalgia and homesickness: science behind homesickness** * Ensure context sheets are explored and stuck in books * **Teach Poem through top 3 quotations and exploration of the title.** * **Writing Skill: How to decide on which poem to use for comparison and how to quickly and efficiently plan for essays** | **Homework Summary Sheet**  and/or  **Essential Prep: pre-read and annotate your own thoughts and ideas onto *Like an Heiress*** |
| **5** | *To explore a pessimistic perspective of the future of our world* | **Like an Heiress, Grace Nichols, p.19§§§§§§§**  *Little Ideas: sense of belonging, places, the environment, sustainability, generations, migration, identity, home*   * **Hook: images of polluted beaches on small islands (e.g. Guyana). Pollution statistics.** * Ensure context sheets are explored and stuck in books * **Teach Poem through top 3 quotations and exploration of the title.** * **Assessment:** **How do the writers present the relationship between humans and nature in Portable Paradise and Like an Heiress?** | **Homework Summary Sheet**  and/or  **Complete Cluster 3 Revision Table** |