

Key Stage 3 English – Curriculum Intent

Year 7 Term 3 'Nature' Poetry Anthology

Assessment Question:

How does the poet present the tom cat? (unseen poem response)

	Know	Remember
	This is what students should have a <i>working knowledge</i> of	This is what students should remember in the <i>long-term</i>
Biography	<ul style="list-style-type: none"> William Blake was a Romantic English poet who lived between 1757 and 1827. Blake was influenced by The Industrial Revolution, The French Revolution and The Book of Job. Alfred, Lord Tennyson was a Victorian poet who lived between 1809 and 1892. He dominated Victorian poetry for many years and remains a popular poet today. 	<ul style="list-style-type: none"> William Blake was a famous poet. Alfred, Lord Tennyson was a famous poet.
Context	<ul style="list-style-type: none"> The tenor is the subject of a metaphor. The vehicle is the imaginative, comparison element of a metaphor. The ground is the common feature between the tenor and the vehicle. More experienced readers don't tend to break metaphors down into tenor, vehicle and ground when they write about them. 	<ul style="list-style-type: none"> A literal description tells exactly what happens. A metaphor is non-literal. A metaphor compares two things that are different. The tenor is the subject of a metaphor. The vehicle is the imaginative, comparison element of a metaphor. The ground is the common feature between the tenor and the vehicle. A poem can have different vehicles for the same tenor. The tenor of a metaphor is not always explicit. The vehicle of a metaphor is not always explicit.
Characters	<ul style="list-style-type: none"> Sally is an untameable girl described using natural imagery. The frogs are described using various metaphors The eagle is a symbol of raw, almost godlike power. The tiger is a highly complex metaphor. Just a few interpretations are that it is symbolic of the world's evil, of experience (vs. innocence), or man's struggle to accept God. Teachers should keep interpretations very simple at this stage. Metaphors <i>about</i> the tiger are focussed on, rather than what the tiger <i>itself</i> symbolises. There are two "characters" in "A Case of Murder". It is told mainly from the perspective of a young boy who has been left alone in the house. He develops a strange hatred for the cat and ends up killing it. The poem can be seen as an extended metaphor for guilt or for confronting human violence. <p>However, it is recommended that teachers keep interpretations very simple at this stage. Metaphors about the cat are focussed on, rather than what the cat itself symbolises.</p>	<p>"Sally" 'She was a dog-rose kind of girl:/ Elusive, scattery as petals'</p> <p>"Frogs" "In mid-leap they are/ parachutists falling/ in a free fall"</p> <p>"The Eagle" "And like a thunderbolt he falls"</p> <p>"The Tyger" "Tyger, tyger burning bright"</p> <p>"Pigeons" "small blue busybodies/ Strutting like fat gentlemen" "their heads like tiny hammers"</p> <p>"A Case of Murder" "They should never have left him there alone" "The cat, half-through, was cracked like a nut"</p>
Vocabulary	<ul style="list-style-type: none"> If something is literal it is accurate or precise. <ul style="list-style-type: none"> A literal description tells what actually happens. Something that is literal reports on events. An example would be "he is lazy" If something is a metaphor it is not literal. <ul style="list-style-type: none"> metaphor does not report on what actually happens. A metaphor tells us more about something by bringing ideas together. An example would be "he is a couch potato" The tenor: the thing you want to try and describe to your audience. The vehicle: The imaginative idea you compare it with to help your audience understand it. This is the "made up" bit. The ground: the thing the tenor and the vehicle have in common. 	<ul style="list-style-type: none"> literal language metaphor tenor vehicle ground

Do This is the disciplinary knowledge that students should demonstrate

- Strategies for analysing a literary technique: metaphor
- Strategies for responding to an unseen text

Literary themes

Students will encounter examples of these themes in later units, and can relate new examples of these themes to specific events and characters from study in this unit:

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| <ul style="list-style-type: none"> The natural world Violence | <ul style="list-style-type: none"> Power |
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Non-fiction forms

Non-fiction texts augment the study of this unit's core text, and vice-versa. These forms of non-fiction writing are studied throughout this unit.

- Biography