

Key Stage 3 Poisonous Poetry

This exciting and enjoyable 15 lesson course is aimed at students in secondary school. It covers skills from the National Curriculum Course for Key Stage 3 in the United Kingdom.

This scheme of work, suitable for older KS3 students, covers poems from Shakespeare through to the present day. Students explore different forms of poem from a wide variety of poets, yet all unified by dark and disturbing themes!

In fifteen lessons students explore poetic techniques and contexts, culminating in a final assessment.

Each lesson starts with an introductory starter activity which will have a literacy, grammar or poetic technique focus.

Each lesson is 2 hours.

Lesson	Topic	Content	Student Activities
1.	To understand the context and central image of A Poison Tree by William Blake.	A definition of poetry The romantics	Starter: What Is Poetry? Students create a definition of poetry. The Romantics: Students learn facts about The Romantics. A Poison Tree: Students read the A Poison Tree Text . Digging Deeper: Students analyse the poem using a series of Bloom's-style questions. The Legend of Blackbeard: Students create their own individual interpretations of the legend. Imagery: Students consider the importance of imagery in the poem.
2.	To compare two poems by the same author.	Reading The Sick Rose Making comparisons	The Sick Rose: Students read The Sick Rose Text and establish understanding using the The Sick Rose Question Cards . Comparisons: Students compare the poem with A Poison Tree , using the The Sick Rose Venn Diagram . Putting it In Words: Students talk through their comparisons.
3.	To understand complex language through the use of	Shakespeare and sonnets. Understanding archaic language. Identifying and creating similes	Sonnet 147: Students read the Sonnet 147 Text , then learn some context on

	dictionaries and context.		<p>sonnets and Shakespeare.</p> <p>Unlocking the Language: Students create a modern-day translation of the poem, using the differentiated Sonnet 147 Translation Activity Sheets.</p> <p>"My love is as a...": Students complete the sentence and create their own similes.</p>
4.	To investigate the form of the sonnet.	The Shakespearean Sonnet Iambic pentameter	<p>Sonnet 147: What makes this a sonnet?</p> <p>Sonnets: Students learn context using the The Sonnet Form Iambic Pentameter Fact Sheet and the The Sonnet Form The Shakespearean Sonnet Fact Sheet.</p> <p>What's the Point? Why has Shakespeare used a sonnet form here?</p>
5.	To analyse how a writer uses language to convey character.	Carol Ann Duffy Language to create character	<p>Media Investigation: Can students find a human-interest story in today's news?</p> <p>Human Interest: Students read a copy of the poem.</p> <p>Carol Ann Duffy: Context on the poet.</p> <p>The Narrator: Students investigate how language creates character in the poem, using the Poisonous Poetry L5 Human Interest Character Outline.</p>
6.	To compare how two poets present their ideas.	Petrarchan sonnets Poetry comparison	<p>Human Interest: Students identify the form of the poem and make connections with Shakespeare's Sonnet 147.</p> <p>Petrarchan Sonnets: Students learn about the form.</p> <p>Comparisons: Students make comparisons between the Duffy and Shakespeare</p>

			<p>sonnets.</p> <p>Put It on Paper: Students write a paragraph of analytical comparison.</p>
7.	To explore how a poet creates humour in his work.	<p>Hilaire Belloc</p> <p>Language to create humour</p>	<p>Hilaire Belloc: Students learn about the poet.</p> <p>Henry King: Students read a copy of the poem.</p> <p>Make 'Em Laugh! Students explore how the poet creates humour in his poem.</p> <p>Your Turn: Students have a choice of three differentiated writing tasks.</p>
8.	To consider the importance of context when studying a poem.	<p>Robert Browning</p> <p>Marquise de Brinvilliers</p> <p>The importance of context</p>	<p>The Laboratory: Students read the The Laboratory Text.</p> <p>Context: Students learn about the context of the poem, using the The Laboratory Marquise de Brinvilliers Fact Sheet and the The Laboratory Robert Browning Fact Sheet.</p> <p>Building a Picture: Students apply what they have learnt to their understanding of the poem.</p>
9.	To make inferences based on evidence in the text.	<p>Subtext</p> <p>Language to create subtext</p>	<p>Subtext: Students establish an understanding of subtext.</p> <p>The Laboratory: Students identify surface meaning and subtext in the poem.</p> <p>Language: Students look at how language conveys subtext.</p> <p>The Narrator: Students choose one of three differentiated tasks about the character of the narrator.</p>
10.	To evaluate how Browning builds tension through form.	<p>Dramatic monologues</p> <p>Devices to increase tension</p>	<p>Dramatic Monologue: Students are introduced to the dramatic monologue form.</p> <p>The Laboratory: Students identify features of the dramatic monologue in the poem.</p> <p>Increasing the Tension: Students explore how tension builds within the poem.</p>

			Extend! Students use their imaginations to extend the poem.
11.	To understand how language can be used to create atmosphere in a poem.	The Romantics Samuel Taylor Coleridge Language to create atmosphere	<p>The Romantics Snowball Fight: Students recap on prior knowledge of the Romantics.</p> <p>Samuel Taylor Coleridge: Students make notes about the poet.</p> <p>The Rime of The Ancient Mariner: Students read The Rime of the Ancient Mariner Text Extract.</p> <p>Atmosphere: Students investigate how language creates atmosphere in the poem, using the Quotation Cards and Blank Quotation Cards, depending on ability.</p>
12.	To analyse how a writer uses language to convey character.	Lyrics as poetry Florence + the Machine Language to create atmosphere	<p>Seven Devils: Students make notes on literary devices in the lyrics.</p> <p>Menace: Focus on how language creates an atmosphere of menace.</p>
13.	To explore the importance of imagery in conveying ideas in poetry.	Music videos Imagery	<p>Seven Devils: The Video: Students watch the video to the song.</p> <p>Imagery: Students select three strong images and relate them to the lyrics.</p> <p>In The Frame: Students create a music video for another poem from the unit.</p>
14.	To prepare effectively for a comparative poetry assessment.	Assessment question Assessment objectives Assessment preparation	<p>Assessment: Introduction to the assessment.</p> <p>Objectives: Students put the objectives into plain English.</p> <p>Ready? Set? Prepare! Independent assessment preparation with the Poetry Comparison List, Poetry Comparison Table and Poetry Comparison Venn Diagram.</p> <p>Analytical Writing: Students review the requirements of analytical writing.</p>

15.	Reading assessment	Reading assessment	Reading assessment.