






**Threshold Concept- Year 9- Conflict Poetry and Romantic Poetry:**

TC1 - Understanding texts

TC2 - Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments.

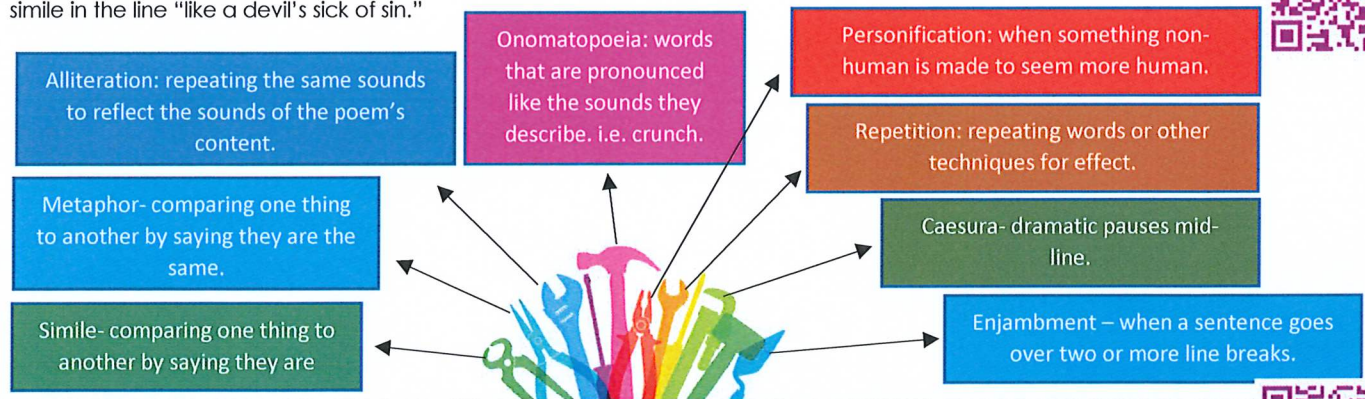
TC3 - Show understanding of the relationships between texts, and the contexts in which they were written.

1 sentence summaries of each poem: Video of all poems summarised (if on MS Teams) = [Summary of the Poems.](#)

 <b>The conflict poems</b> 	 <b>The Romantic poems.</b> 	 <p><b>You should use this info to get the base knowledge needed for each poem.</b></p> <p>Using this information can you:</p> <ul style="list-style-type: none"> <li>• Recount the main idea from each poem?</li> <li>• Begin to recount quotations/words/the background in the poems?</li> </ul> <p>E.g. London is a poem about all the wrong things the poet sees in the capital of England.</p>
<p><b>The Manhunt</b> - a woman hunts for her husband, who has been come back from war a different man.</p> <p><b>The Soldier</b> - a sonnet about the glory of dying in battle.</p> <p><b>A Wife in London</b> - a woman receives a letter about the death of her husband who was fighting in The Boer War.</p> <p><b>Dulce Et Decorum Est</b> - a soldier writes about how horrible WW1 truly is.</p> <p><b>Mametz Wood</b> - a poem about farmers digging up soldiers' bodies in an old battlefield.</p>	<p><b>Sonnet 43</b> - a 14 line poem that lists all the way the voice loves someone.</p> <p><b>London</b> - the poet writes about the disgusting things he can see and hear in the city.</p> <p><b>She Walks in Beauty</b> - the poet writes about the beautiful of a grieving woman.</p> <p><b>To Autumn</b> - a poem dedicated to all the greatness of the season.</p> <p><b>Ozymandias</b> - a sonnet set in a desert about how powerful people all eventually lose their power.</p>	

**How to analyse the poet's choices- common poetic features writers use on purpose.**

Can you identify these in each of the poems? i.e. Dulce Et Decorum Est uses a simile in the line "like a devil's sick of sin."



**Linking the content of the poem to the writer's life/ the history behind it!** *This links to the context of the poem, because...*

**Key terms for conflict poetry:**

**Patriotism** - national pride.

**Propaganda** - misleading writing that encourages people to think/feel/do something politically.

**Shell shock/PTSD** - When your mind relives past traumatic events, through memories and nightmares.

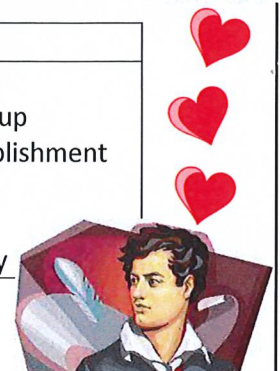


**What the Romantic poets loved/hated:**

Loved	Hated
Nature	Factories
Childhood	Growing up
Everyday people	The Establishment
Religion/God	Science
The Past	Progress
Equality	Inequality

Using this information can you:

- Identify these beliefs/values/ ideas in the poem?
- Explain what the writer's views of those things are?





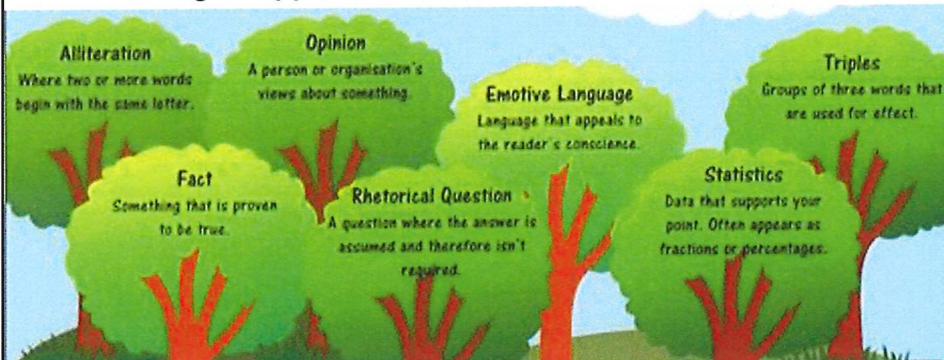
**Threshold Concept- Year 9- Language- Non-fiction:**

TC2 – Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments.

TC4 – Evaluate writer's craft including comparison skills.

TC5 - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

**Demonstrating an appreciation of the writer's craft- non-fiction writers often use DAFORREST features:**



Use this to get the base knowledge required to identify and analyse the writer's choices.

Before and during reading non-fiction, ask yourself:

- Can I find these features in the non-fiction I'm reading?
- How do these non-fiction features help the writer achieve the text's purpose, audience and/or form?

Language feature	Quotation	How it helps the writer achieve the text's purpose/audience/form.
Emotive language about the cat.	"Little Stevie."	This makes the animal seem vulnerable and unable to protect himself. You feel like you want to protect him so this persuades you to donate to the RSPCA.  You feel sorry for him because he has broken his leg and upset as he appears defenceless.  You feel angry that someone could have treated an animal this way and hurt something that was innocent. This persuades you to give more money to the organisation so they can bring animal abusers to justice.

**Comparing writers' views on a shared topic.**

**MIKE**

Snowboarders are the single most frustrating thing for me. They ruin my ski holidays-that's a fact. They weave between skiers as if they have no care in the world and carelessly plunge into innocent skiers regularly. I once saw a fully grown bloke crash at high speeds into a skiing toddler: how can anyone think they're acceptable after seeing that?

**JAY**

I've only snowboarded once, and I definitely got the bug. I'd always desperately wanted to from a young age and it definitely lived up to what I'd dreamt. It wasn't all amazing though: I broke a rib and the pain was like I'd been battered by a professional boxer. 100% I will be doing it again, though.

It's how the writers think/feel about the shared topic!

AND HOW THEY CREATE THEM.

Mike uses...	Jay uses...
Carelessly - adverb.	I've got the bug-metaphor.
How can anyone think they're acceptable? - Rhetorical question.	The pain was like I'd been battered by a boxer-simile.
I once saw... - anecdote	It wasn't all amazing - opinion.

When writing your comparisons, remember to use comparative connectives, too.

Similarly,

Likewise,

Correspondingly,

In contrast,

On the other hand.

Differently,

E.G. Mike dislikes snowboarding (follow PEEZL). *In contrast*, Jay is much more of a fan of snowboarding (follow PEEZL)

**Writing for different purpose, audiences and forms.**

Common purposes (and some features to use to achieve these purposes in your writing).

**Inform**

Facts, statistics, adjectives.

**Advise**

Imperatives, direct address, positive language.

**Persuade**

Opinions, rhetorical questions, triples.

**Review**

Lots of opinions, descriptive language.

Non-fiction forms (and what makes them unique).

Letter	Article	Speech	Review
<ul style="list-style-type: none"> <li>• Addresses</li> <li>• Signatures</li> <li>• 'Dear sir/madam.'</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> <li>• Byline</li> <li>• 5 paragraph structure</li> </ul>	<ul style="list-style-type: none"> <li>• Formal tone</li> <li>• 'I am speaking to you...'</li> <li>• DAFORREST features</li> </ul>	<ul style="list-style-type: none"> <li>• Star rating</li> <li>• Descriptions of experiences.</li> <li>• Opinions, opinions and more opinions.</li> </ul>

Writing for different forms- try to write a persuasive speech about helping the homeless for these three forms:

Speech for a charity:

Before I begin, I would like to thank Homeless Helpers UK for this opportunity to speak to you today.

I am here in front of you to...

Article for newspaper:

[TITLE]

Picture this (describe life on streets).

Letter to MP.

Dear Sir/ Madam,

I am writing to you to express my concerns with...

Before and during writing, ask yourself:

- Can/do I change how I write based on the purpose audience and form of the task?
- Can/do my non-fiction texts look and sound like the text I am meant to be writing?

