

## Year 9 Term 2

### War - Curriculum related expectations.

Students can define the following terms:

Caesura	Empathy	Climax
Enjambment	Tension	Foreshadowing
Sibilance	Narrative perspective	Characterisation
Volta	Protagonist	Consonance
Conceptual metaphor	Antagonist	Assonance

### Students know:

- The influence of the First World war on the development of Literature.
- A range of poems from different conflicts.
- The context behind the poems studied:
  - Dulce et Decorum Est – gas attacks
  - In Flander's field – poppies.
  - Base Details – the hierarchy.
- The conventions of poetry and how it is different to other forms of Literature.
- How to read a poem.
- How to identify a range of poetic devices.
- The plot of the story "Heroes."
- How each of the main character in the story develop throughout.
- Characterisation is a conscious construct developed by a writer and is often a convincing representation of society or a dramatised version for stylistic or moral effect.
- A conceptual metaphor is a figurative comparison that draws on experience and shared understanding of a source and the target image.

### Students can:

- Analyse and comment on how language, vocabulary choice, grammar and text structure can present meaning and perspective.
- Analyse the use of a range of poetic devices, reading in between the lines and use inference to explore what a poet is really saying.
- Select and embed relevant textual detail.
- Compare poems in relation to literary concepts, ideas and methods.
- Identify different structural points within a story.
- Analyse a writer's use of language, structure and form.
- Evaluate the process a writer uses to create character.
- Evaluate the writer's creation of characters and their state of mind.
- Select and embed relevant textual detail.
- Summarise chronological events from the texts and extracts studied.
- Discuss thematic links between texts.