**Year 7 Churchill Academy English**

**Extended Learning Project**

**The Poetry Exam Unit: The Sea for 5 weeks**

Ethos of the extended learning project: The purpose of an extended learning project in Year 7 is to get you into good habits of learning at home. As you go through Churchill Academy a good home working ethos will be invaluable in: helping you cope with revision for exams, ensuring you have good time management skills, as well as showing you can meet deadlines and work independently.

This term the Icaris focus will be helping others, completing extension work, acting upon improvement advice and responding well to pressure and setbacks.Rewards will be given by your teacher for achieving this. As this is a homework project you will also be able to earn excellent homework points based on the quality of your work. Your challenge is to manage your time efficiently so that at the end of the unit of work you have a fantastic quality extended learning project to hand in. There are three levels of challenge in this booklet, so you need to choose which level you are aiming for and explain why at the start. At the end you will self-assess, you will have to decide if you have met the level of challenge you were aiming for and how have you done this.

*Finally, we want you to be creative and enjoy – so if you want to do these tasks on the computer, add pictures, create a collage, design a canvas painting, make it into a dance, video link or any variety of interesting and creative ways please do. We look forward to your fantastic and creative outputs.*

Task One/Fortnight of the unit

Task One

Create a guide to analysing poetry – Choose a poem about nature to help you create your guide

L3/4 – Annotate (label) the poem with examples of the things you could comment on in poems that are interesting.

L5/6 – Annotate (label) the poem with examples of the things you could comment on in poems that are interesting – explain what language techniques you notice and how they create meaning

L7/8 – Annotate (label) the poem with examples of the things you could comment on in poems that are interesting – explain what language and structural techniques you notice in the poem and comment on meaning, effect on the reader and why the author chose to use these.

EXTENSION at all levels: explain what different ideas and techniques poets use generally and why these are important.

Task Two

Create a visual representation of the poem The Sea and its context (history).

L3/4 – 5 facts about/from the poem and a picture

L5/6 – 5 facts about/from the poem and a picture with explanations of the different ways this poem develops or changes

L7/8 – 5 facts about the poem and a picture with explanations of the different ways this poem develops or changes. Also, analyse the importance of the poems meaning and use a selection of key quotes from the poem with details of what they tell you and why.

Task Three: Challenge task

Using PEA create example paragraphs about the meaning in the poem

L3/4 – pick two words/phrases from the original text and use PEA to explain the way the poet uses these words/phrases to create emotion.

L5/6– pick two words/phrases from the original text and use PEA to make a point about the way the poet uses words/phrases to create emotion (challenge yourself using the guide below).

L7/8 - pick two words/phrases from the original text and use PEA to make a point about the way poet uses words/phrases to create emotion (challenge yourself using the guide below).

Using P E A – A guide

L3 - P – What is my simple answer to the question? (What do I think about …?)

L4 - E – What quote will help me to show this is what I think? (What quote shows me this.)

L5/6/7/8 -A – How can I explain this is what I mean? (What does the quote mean and how does it link to the question?)

What else is suggested by this?

Is there a particular word that I can closely examine to show how it answers the question? Is there anything else I can say about the quote to show what I mean?

Can I explore the connotations of a particular word? (Remember this is what is implied by a particular word and what else it suggests)