

## Year 8: Marginalised Voices

	Red	Amber	Green
<b>Context: Knowledge</b>			
• Civil Rights Movement			
• 'Black Lives Matter' Protest			
• Apartheid within South Africa			
• District 6			
• Britain's Colonisation of Asia			
• Partition of India			
• Dharavi Slum			
• American Dream			
• The Holocaust			
<b>Context: Skills</b>			
• I can confidently reference specific contextual details into my analysis and interpretations.			
<b>Poems</b>			
• I can explain the poem's overarching message and how it explores ideas of marginalisation			
• I can comment on key structural and linguistic devices in each poem and how these impact upon the overarching meaning/ messages			
• 'No Problem'			
• 'Caged Bird'			
• 'Nothing's Changed'			
• 'Search for My Tongue'			
• 'Present from My Aunt in Pakistan'			
• 'Blessing'			
• 'Two Scavengers in a Truck'			
• 'Refugee Blues'			
<b>Theme:</b> For each theme, I know:			
• Which key poem(s) link to the theme?			
• How they link and key evidence to support this?			
• Injustice			
• Marginalisation			
• Inequality			
• Prejudice			

• <b>Suffering</b>			
<b>Analysis of Writer's Methods:</b> For each device, I can identify: <ul style="list-style-type: none"> <li>Where and/or how it has been used.</li> <li>What the effect is.</li> </ul>			
Enjambment			
Caesura			
Symbolism			
Semantic field			
Oxymoron			
Juxtaposition			
Rhyming Couplet			