



The Sutton Academy

Knowledge Rich Curriculum Plan

English – GCSE English Literature – Unseen Poetry

Year 10



Unseen Poetry					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know...</i>	Wider curriculum links	Assessment
Lesson 1: Exploring the poem 'To a Daughter Leaving Home'	<p>Students will know how to differentiate between the literal meaning of a word (denotation) and the implied or suggested meaning (connotation).</p> <p>Students will recognise how poets express complex emotions, such as the mixed feelings a mother experiences when her daughter gains independence.</p> <p>Students will understand how poets use various techniques like metaphors, symbolism, and imagery to convey deeper meanings and evoke emotions. For example, in "To a Daughter Leaving Home," teaching a child to ride a bicycle is a metaphor for parenting and growing up.</p> <p>Students will be equipped with the ability to annotate poems effectively by identifying initial ideas, tracking changes or developments in these ideas, and understanding the concluding themes. This includes making notes on how language and structure reinforce these themes.</p> <p>Students will learn how to connect their personal experiences and prior knowledge to the poem's content, enhancing their interpretation of the poem's themes and emotions.</p> <p>Students will know how the structure of a poem, including the use of one-line stanzas and visual layout, contributes to its meaning and emotional impact. For instance, the layout in "To a Daughter Leaving Home" emphasizes the</p>	<p>Denotation – The text book definition of a term / the literal meaning of a word</p> <p>Connotation – Something that is implied or suggested by a word</p>	<p>Literary Terms: Metaphor and Simile: Recognising comparisons between different things to convey deeper meaning. Imagery: Identifying descriptive language that appeals to the senses and creates vivid mental pictures.</p> <p>Poetic Structure: Stanzas and Line Breaks: Knowing how poems are divided into stanzas and the significance of line breaks in shaping meaning and rhythm. How the arrangement of words influences the flow and tempo of a poem.</p> <p>Annotation Skills: Identifying Key Ideas: Being able to pick out main themes and ideas in a poem. Recognising and noting down literary devices and significant word choices.</p> <p>Making Personal Connections: Relating the poem's themes to personal experiences or broader human experiences.</p> <p>Identification: Recognising common themes in literature such as love,</p>	<p>How this lesson links to the wider English curriculum:</p> <p>Poetry Analysis: Enhances skills in interpreting and analysing poems.</p> <p>Literary Devices: Identifies and understands the use of metaphors, imagery, symbolism, etc.</p> <p>Reading Comprehension: Develops close reading and interpretation abilities.</p> <p>Writing Skills: Practises constructing coherent, structured essays with evidence.</p> <p>Comparative Analysis: Prepares for comparing themes and techniques across texts.</p> <p>Unseen Poetry: Equips students for analysing unseen poems in exams.</p> <p>Personal Response: Encourages connecting personal experiences to literature.</p> <p>Exam Preparation: Builds strategies for effective</p>	<p>Connotation of a snake: Deceit and Treachery: Snakes are often associated with betrayal and deception, partly due to the biblical story of the serpent in the Garden of Eden. Danger and Evil: Snakes can symbolize danger and evil, evoking fear and mistrust. Temptation: They can represent temptation and the potential for moral downfall. Rebirth and Transformation: In some cultures, snakes symbolize rebirth and transformation due to their ability to shed their skin. Cunning and Craftiness: They are often seen as cunning and sly, capable of outsmarting others.</p> <p>What are typical relationships like between mothers and daughters? Close and Nurturing: Many mother-daughter relationships are characterized by a strong emotional bond, with mothers often providing care, guidance, and support. Protective: Mothers typically feel a strong instinct to protect their daughters from harm and to help them navigate life's challenges. Complex and Multifaceted: These relationships can be complex, involving a mix of love, tension, understanding, and conflict as daughters grow and seek independence. Influential: Mothers often play a significant role in shaping their daughters' values, beliefs, and behaviours through both direct teaching and role modelling. Emotional and Supportive: There is often a deep emotional connection, with mothers offering comfort and support during difficult times</p> <p>How Might a Mother Feel About Her Daughter Leaving Home? <i>Pride: A mother might feel proud of her daughter's growth, independence, and readiness to face the world on her own.</i> <i>Anxiety and Worry: Despite her pride, a mother might also feel anxious and worried about her daughter's safety, well-being, and the challenges she might face.</i></p>

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	<p>increasing distance and independence of the daughter.</p> <p><u>Quotations:</u></p> <p>"when I taught you" Language: This phrase sets a reflective tone, indicating a past event and a foundational role of the speaker in the child's development. Connotations: It suggests a nurturing and instructive relationship, highlighting the mother's role as a teacher and guide. The act of teaching implies care, responsibility, and a desire to impart essential life skills.</p> <p>"loping along beside you as you wobbled away" Language: "Loping" suggests an easy, relaxed stride, contrasting with the child's unsteady "wobbled away." The juxtaposition emphasizes the difference between the mother's experience and the child's tentative steps toward independence. Connotations: The mother's supportive presence ("beside you") connotes protection and encouragement, while "wobbled away" conveys the child's vulnerability and the early stages of learning and independence.</p> <p>"my own mouth rounding in surprise" Language: The imagery of the mouth "rounding" visually captures the physical reaction of surprise, highlighting an unexpected moment. Connotations: This phrase suggests a mix of astonishment and pride, indicating the mother's amazement at her child's sudden progress. It also implies an</p>		<p>loss, growth, and independence.</p> <p><u>Constructing Coherent Arguments:</u> Formulating and articulating thoughts clearly in writing.</p> <p><u>Supporting Ideas with Evidence:</u> Using quotes and examples from the text to back up interpretations and arguments.</p> <p><u>Parental Relationships:</u> Having a basic understanding of the dynamics in parent-child relationships and the emotional complexities involved, particularly during periods of change such as a child gaining independence.</p>	time management and analysis in exams.	<p><i>Sadness and Loss: There can be a sense of sadness and loss as the physical and emotional daily presence of the daughter in the home diminishes.</i></p> <p><i>Nostalgia: Mothers might feel nostalgic, reminiscing about their daughter's childhood and the time they spent together.</i></p> <p><i>Hope and Optimism: Many mothers feel hopeful and optimistic about their daughter's future, wishing her success and happiness in her new endeavours.</i></p> <p><i>Mixed Emotions: Overall, a mother is likely to experience a mix of emotions, from joy and excitement for her daughter's future to apprehension and sorrow over the changes in their relationship dynamic.</i></p> <p>Analysis of the Picture in Relation to the Poem "To a Daughter Leaving Home"</p> <p>What is Being Expressed?</p> <p>The image captures a joyful moment of a young girl riding a bicycle while her mother watches and cheers her on. It conveys a sense of achievement, growth, and independence for the child, as well as support, pride, and encouragement from the mother.</p> <p>What is Happening in the Picture?</p> <p>Action: A young girl is riding a bicycle on a path in a park, and she appears to be doing it on her own without assistance.</p> <p>Interaction: The mother is following behind, clapping or cheering, showing her support and pride.</p> <p>What is Being Suggested?</p> <p>Independence: The girl riding the bike by herself suggests she is learning to be independent.</p>

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	<p>emotional reaction, perhaps hinting at the bittersweet realisation of the child's growing independence.</p> <p>"I kept waiting for the thud" Language: The word "waiting" indicates anticipation, while "thud" implies a fall or crash, creating a sense of impending danger or failure. Connotations: This line conveys the mother's anxiety and protective instincts, reflecting her fear of her child's potential failures or harm. It also underscores the inevitability of mistakes and the mother's readiness to intervene.</p> <p>"sprinted to catch up" Language: "Sprinted" suggests urgency and a quick, energetic response, indicating the mother's active involvement and concern. Connotations: This phrase reflects the mother's instinct to protect and support, even as her child moves ahead. It also highlights the challenge of keeping pace with her child's growth and the effort required to stay connected.</p> <p>"smaller, more breakable" Language: These words emphasize the increasing physical distance and the perceived fragility of the child as she moves away. Connotations: The terms "smaller" and "breakable" evoke vulnerability and tenderness, suggesting the mother's enduring perception of her child as delicate and in need of protection, despite her growing independence.</p>				<p>Parental Support: The mother's presence and encouragement suggest a supportive and loving relationship.</p> <p>Growth and Achievement: The act of riding a bike symbolizes a milestone in the child's growth and development.</p> <p>How Might This Link to the Title of the Poem?</p> <p>"To a Daughter Leaving Home": The image directly connects to the poem's theme of a daughter reaching a new stage of independence, metaphorically leaving the safety of home.</p> <p>Metaphor for Independence: Learning to ride a bike is a common metaphor for gaining independence and confidence, paralleling the poem's depiction of the daughter growing and moving away.</p> <p>How Are Ideas About 'A Daughter Leaving Home' Being Expressed Through This Image?</p> <p>Independence Milestone: The bike riding represents a significant step toward independence, just as leaving home does.</p> <p>Parental Emotions: The mother's pride and encouragement reflect the mixed emotions of parents when their children grow up and become independent.</p> <p>Physical Distance: The increasing distance between the girl on the bike and her mother symbolizes the emotional and physical distance that grows as children become independent.</p> <p>Supportive Letting Go: The mother following and cheering suggests the balance between letting go and providing support, crucial when children leave home.</p> <p>Use the quotations/analysis in the 'Intended Knowledge' column to draw out students' ideas about the poem 'To a Daughter Leaving Home'.</p>

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	<p>"pumping...pumping...screaming...flapping...waving" (verbs)</p> <p>Language: The repetition of "pumping" emphasises the child's vigorous effort, while "screaming" and "flapping" convey excitement and motion. "Waving" serves as a concluding gesture.</p> <p>Connotations: This sequence of actions captures the child's exhilaration and energy, contrasting with the mother's more subdued, reflective state. "Waving" like a "handkerchief" suggests a farewell, symbolising the transition from dependence to independence and the emotional farewell inherent in this process.</p>				
<p>Lesson 2: <u>Exploring a response to the poem 'To a Daughter Leaving Home'</u></p>	<p>Students will be able to identify words from the line "I kept waiting for the thud of your crash" into specific word classes:</p> <p>Pronouns: "I," "your"</p> <p>Verb (past): "kept,"</p> <p>Nouns: "thud," "crash"</p> <p>Verb (present): "Waiting"</p> <p>Students will be able to annotate the poem 'To a Daughter Leaving Home' to extract key themes, emotions, and techniques used by the poet.</p> <p>Students will learn how to analyse a successful student response to a GCSE question, specifically focusing on how the poet presents the speaker's feelings about her daughter. They will understand how to effectively demonstrate understanding of Assessment Objectives 1 (AO1) and 2 (AO2).</p> <p>Students will gain a clear understanding of AO1 (showing detailed knowledge of</p>		<p>Basic Literary Terms and Concepts:</p> <p>Students should understand fundamental literary terms such as pronouns, verbs (past and present), nouns, imagery, symbolism, and metaphor. Familiarity with these concepts is essential for identifying and analysing them in the poem.</p> <p>Annotation Skills:</p> <p>Students should know how to annotate a text, marking important lines and noting their thoughts on language use, themes, and emotions. This skill is crucial for engaging deeply with the poem and supporting their</p>	<p>How this lesson links to the wider English curriculum:</p> <p>Literary Analysis Skills: Students will develop their ability to analyse literary texts, a fundamental skill in the English curriculum. By examining how the poet presents the speaker's feelings, they learn to interpret and critique language, themes, and literary techniques, which are essential for understanding and appreciating literature.</p> <p>Critical Thinking and Interpretation: Students will enhance their critical thinking skills. Interpreting the</p>	<p>Knowledge Retrieval:</p> <p>Pronouns: "I," "your"</p> <p>Verb (past): "kept,"</p> <p>Nouns: "thud," "crash"</p> <p>Verb (present): "Waiting"</p> <p><u>When analysing the modelled response, encourage the students to consider the following 6 key successes:</u></p> <p><u>Clear Understanding of the Poem:</u></p> <p>Students will see that the response demonstrates a clear understanding of the poem's narrative and themes. It accurately identifies that the poem explores a mother's memory of teaching her daughter to ride a bike, which symbolizes the daughter's growing independence and the mother's mixed emotions.</p> <p><u>Identification of Emotions:</u></p> <p>Students will learn how the response effectively conveys the range of emotions felt by the mother, from fear and protectiveness to pride and sorrow. This thorough emotional analysis shows a deep engagement with the text and an understanding of the speaker's perspective.</p>

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	<p>the poem and its themes) and AO2 (analysing the poet's use of language and techniques).</p> <p>Students will learn how to use a structured writing frame to write about unseen poetry, ensuring they can apply their skills in a structured and coherent manner.</p> <p>Students will develop their own AO1 points about being a parent or parenting using the quotation "I kept waiting for the thud of your crash." They will be able to explain how the poet's use of language (AO2) supports their ideas and conveys the poet's message, using sentence starters and annotations from previous lessons.</p>		<p>analysis with specific evidence.</p> <p>Basic Poetic Structure: Students should understand the basic structure of poetry, including line breaks, stanzas, and the role of the speaker. Recognizing these elements helps in analysing how the poet's choices impact the meaning and emotional effect of the poem.</p> <p>How to Formulate a Response: Students should know how to structure a written response, including creating a clear thesis, integrating quotations, and developing coherent paragraphs. These writing skills are necessary for crafting a well-organized and analytical response to the poem.</p> <p>Assessment Objectives (AO1 and AO2): Students should be aware of the GCSE Assessment Objectives AO1 (demonstrate knowledge and understanding of the text) and AO2 (analyse the writer's use of language, form, and structure). Understanding these objectives helps</p>	<p>poem's deeper meanings and considering different perspectives aligns with the broader curriculum goals of fostering analytical and evaluative skills in students.</p> <p>Comparative Analysis: Students will be prepared to draw comparisons between different texts. The skills learned in this lesson can be applied to comparing poems, prose, and drama, a common task in English studies. Understanding themes such as parenting, independence, and emotional complexity can help in analysing other works with similar themes.</p> <p>Understanding and Applying AO1 and AO2: Students will gain practice in addressing Assessment Objectives 1 and 2, which are crucial for GCSE and A-level English Literature. Mastery of these objectives aids in effectively responding to exam questions and</p>	<p>Use of Evidence: Students will notice that the response is well-supported with relevant quotations from the poem, such as "When I taught you," "I sprinted to catch up," and "like a handkerchief waving goodbye." These quotations are seamlessly integrated into the analysis, demonstrating an ability to select and interpret evidence.</p> <p>Language and Technique Analysis: Students will understand how the response successfully analyses the poet's use of language and techniques. It discusses the deliberate use of verbs like "taught," "wobbled," and "sprinted," and the symbolism in the imagery of the handkerchief. This shows an ability to comment on how specific word choices and images contribute to the overall meaning and emotional impact of the poem.</p> <p>Structure and Coherence: Students will see that the response is well-organized, with a clear introduction, body paragraphs that follow a logical progression, and a concluding statement. This structure helps in clearly presenting the argument and makes it easy for the examiner to follow the student's points.</p> <p>Addressing AO1 and AO2: Students will recognise that the response effectively addresses AO1 (demonstrating knowledge and understanding of the poem) and AO2 (analysing the poet's use of language, form, and structure). It provides a balanced analysis that combines both comprehension and critical evaluation of the text.</p> <p>Overall, the student response exemplifies a comprehensive and insightful analysis of the poem, successfully addressing the question by exploring how the poet presents the speaker's feelings about her daughter leaving home through detailed evidence and analysis of language and techniques.</p> <p>Challenge Activity: Look for something similar to the following in students' answers: Within the poem the speaker conveys the intense anxiety and protective instincts that come with being a parent. The mother's</p>

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			<p>students focus their analysis and meet exam criteria.</p> <p>Prior Knowledge of the Poem: Students will benefit from having read and initially discussed the poem 'To a Daughter Leaving Home' in a previous lesson. This prior exposure helps them engage more deeply with the text during analysis and annotation.</p> <p>Contextual Understanding: Students should have a basic understanding of the context in which the poem was written, including themes of parenting, independence, and emotional transitions. This contextual knowledge aids in appreciating the deeper meanings and implications of the poem.</p> <p>Quoting and Citing Texts: Students should know how to correctly quote and cite lines from a poem, integrating these quotations smoothly into their analysis. This skill is vital for supporting their arguments with textual evidence.</p>	<p>coursework assignments across the curriculum.</p> <p>Writing and Communication Skills: Students will improve their writing skills, particularly in constructing coherent, well-supported arguments. The lesson emphasizes structuring responses, integrating quotations, and analysing language, all of which are vital for essay writing in English and other humanities subjects.</p> <p>Themes and Contexts: Students will explore universal themes such as growth, change, and emotional bonds. These themes are relevant across various literary periods and genres, providing a foundation for understanding diverse texts. The lesson's focus on the emotional aspects of parenting and independence can also be linked to broader social and cultural contexts explored in other parts of the English curriculum.</p>	<p>anticipation of her daughter's potential fall illustrates her constant worry and readiness to shield her child from harm.</p> <p>This is clearly demonstrated in the line, "I kept waiting for the thud of your crash."</p> <p>The verb "waiting" conveys a sense of prolonged anxiety and anticipation. It shows that the mother is in a state of constant vigilance, expecting something bad to happen at any moment. This highlights the ongoing stress and fear parents often experience regarding their children's safety.</p> <p>*Grade 9 additional comment on structure might look like this: The use of enjambment here is significant as the reader momentarily lingers on the word "thud," which creates a brief moment of suspense and heightens the sense of impending disaster. However, the enjambment then moves the reader on to the next line, making them realise that such a disaster won't happen. The enjambment reflects the inevitability of moving forward, suggesting that the speaker, much like the reader, must learn to move forward, letting go of their anxieties, and allow their child to grow and explore independently.</p>

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				Preparation for Unseen Texts: Students will be better prepared for tackling unseen texts. By using the writing frame and analytical techniques taught in this lesson, they gain confidence and skills to approach and analyse new and unfamiliar poems and prose in exams.	
Lesson 3: <u>Exploring the poem 'Poem for My Sister'</u>	<p>Understanding Denotation and Connotation: Students will understand the difference between denotation (the literal meaning of a word) and connotation (the implied or suggested meaning). They will practice applying these concepts to phrases such as "I wouldn't want to be in Lisa's shoes."</p> <p>Analysing Literary Techniques: Students will be able to analyse literary techniques such as imagery, symbolism, and enjambment within the poem. They will explore how these techniques convey deeper meanings and emotions.</p> <p>Interpreting Themes and Emotions: Students will interpret the themes and emotions presented in the poem, such as the protective instincts of an older sibling and the process of watching a loved one grow up. They will use their annotations to support their interpretations.</p> <p>Applying Contextual Knowledge: Students will apply their prior knowledge of sibling relationships to understand the</p>	<p>Denotation – The text book definition of a term / the literal meaning of a word</p> <p>Connotation – Something that is implied or suggested by a word</p> <p><u>Glossary</u> Peever = a game of hopscotch</p>	<p>Students should understand the basic concepts of denotation (the literal meaning of a word) and connotation (the implied or suggested meaning of a word).</p> <p>Students should be familiar with the process of annotating texts, including identifying and analysing key language features and literary techniques.</p> <p>Students should know how to analyse and interpret poetic language, including imagery, metaphor, and symbolism.</p> <p>Students should have a basic understanding of how poems often explore universal themes and emotions, such as</p>	<p>Literary Analysis Skills: Students will apply analytical skills to examine poetic language, themes, and techniques, which are essential for studying various genres of literature throughout the English curriculum.</p> <p>Understanding Poetic Devices: Students will deepen their understanding of poetic devices such as imagery, metaphor, and enjambment, which are applicable to analysing a range of literary texts beyond poetry.</p> <p>Interpretation of Themes and Emotions: Students will practise interpreting complex themes and emotions, skills that are transferable to analysing</p>	<p><u>Knowledge Retrieval:</u></p> <p>Denotation: The denotation of the phrase "I wouldn't want to be in Lisa's shoes" is the literal meaning: the speaker does not want to physically wear the shoes that belong to Lisa.</p> <p>Connotation: The connotation of the phrase "I wouldn't want to be in Lisa's shoes" implies that the speaker does not want to be in Lisa's situation or experience what Lisa is currently going through. This phrase suggests that Lisa's circumstances are difficult or undesirable.</p> <p><u>How might an older sister feel about her younger sister?</u></p> <p>Protective: an older sister often feels a strong sense of protectiveness toward her younger sister. She may worry about her safety and well-being, wanting to shield her from difficulties and mistakes.</p> <p>Pride: an older sister may feel proud of her younger sister's achievements and milestones. Observing her younger sister grow and succeed can be a source of joy and satisfaction.</p> <p>Nostalgic: an older sister might feel nostalgic about her younger sister's growth. She may reflect on the past when her younger sister was more dependent on her and feel a bittersweet sense of change.</p>

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	<p>speaker's feelings in the poem. They will explore how these relationships influence the speaker's perspective and emotions.</p> <p>Structuring Written Responses: Students will practice structuring a written response to a GCSE Unseen Poetry question. They will learn how to create a clear thesis, integrate quotations, and develop coherent paragraphs that analyse the poet's presentation of the speaker's feelings.</p> <p>Annotation Skills: Students will enhance their annotation skills by closely examining specific lines and stanzas of the poem. They will make detailed notes on language use, imagery, and themes, and share their annotations with the class for further discussion and feedback.</p> <p><u>Quotations</u></p> <p><u>My little sister likes to try my shoes, to strut in them</u> <u>Language Analysis:</u> The phrase "try my shoes" suggests an act of imitation or play, where the younger sister is experimenting with or stepping into the older sister's role or world. The verb "strut" implies a sense of confidence and pride as she parades around in the shoes. <u>Connotations:</u> This image conveys a sense of playfulness and curiosity. The younger sister's behaviour reflects her desire to emulate her older sister and her fascination with growing up. It also hints at a certain lightness and innocence in her attempts to adopt adult roles.</p>		<p>relationships, growth, and personal experiences.</p> <p>Students should be able to recognize and explain how specific language choices impact the reader's understanding of a poem's themes and emotions.</p> <p>Students should have experience in structuring written responses, including creating a clear thesis, integrating textual evidence, and developing coherent analytical paragraphs.</p>	<p>characters, settings, and themes in prose and drama.</p> <p>Critical Thinking: Students will enhance their critical thinking abilities by analysing connotations and the impact of language choices, fostering a more nuanced approach to literary criticism and interpretation.</p> <p>Writing Skills: Students will develop their writing skills through constructing well-supported analytical responses, a key component of essay writing in literature.</p> <p>Annotation and Textual Engagement: Students will refine their annotation techniques and close reading skills, which are vital for engaging with textual analysis across the English curriculum.</p> <p>Comparative Analysis: Students will be prepared to compare and contrast different texts and literary techniques, which is a</p>	<p>Frustrated or Concerned: an older sister might feel frustrated or concerned about her younger sister's choices or behaviours. She might worry about her younger sister making mistakes or facing challenges that she herself has experienced.</p> <p>Jealous: An older sister might feel a sense of jealousy or envy towards her younger sister, especially if she perceives the younger sister as receiving more attention or having different opportunities.</p> <p>Affection and Bond: an older sister usually feels a deep sense of affection and a strong bond with her younger sister. This relationship is often characterized by love, support, and a unique familial connection that endures through various stages of life.</p> <p>Analysing image 1: What is being expressed? The image expresses a mix of innocence and fascination. The little girl is engaging in a playful and admiring act, showing a sense of wonder and delight as she tries on her mother's or older sister's high heels. It reflects a moment of childhood curiosity and perhaps a desire to emulate or connect with an admired role model.</p> <p>What is happening in the picture? The picture depicts a young girl standing in high heels that are too large for her feet. She is admiring the shoes, possibly looking at her reflection or simply appreciating how they look. This act signifies her enjoyment and fascination with something she sees as grown-up or special.</p> <p>What is being suggested? The image suggests themes of imitation and aspiration. The little girl's act of wearing the high heels might symbolize her desire to grow up, emulate someone she looks up to, or simply experience something she perceives as glamorous or adult. It can also hint at the broader idea of how children learn by mimicking adults and how they form connections with those they admire.</p> <p>How might this link to the title of the poem 'Poem for my Sister'?</p>

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	<p>"spindle thin" <u>Language Analysis:</u> The adjective "spindle" combined with "thin" creates an image of fragile and delicate legs. "Spindle" evokes a sense of something slim and slight, which emphasises the youth and physical vulnerability of the younger sister. <u>Connotations:</u> This description highlights the contrast between the younger sister's slender, youthful appearance and the more mature, potentially burdened nature of the older sister's shoes. It underscores the difference in their stages of life and the frailty associated with youth.</p> <p>"She says they fit her perfectly, but wobbles" <u>Language Analysis:</u> The phrase "fit her perfectly" indicates a sense of satisfaction or comfort the younger sister feels. However, the contrasting word "wobbles" suggests instability and a lack of balance. <u>Connotations:</u> This juxtaposition emphasises the tension between the younger sister's confidence and the reality of her inexperience. It implies that while she may feel that she is ready to take on adult roles, she is still unsteady and not fully capable of handling them, reflecting her youth and lack of experience.</p> <p>"I like to watch my little sister playing hopscotch." <u>Language Analysis:</u> The phrase "playing hopscotch" conveys a simple, playful activity. The verb "watch" suggests a passive role where the older sister observes with interest or affection.</p>			<p>common task in English exams.</p>	<p>The title 'Poem for my Sister' suggests a personal connection and affection between the speaker and their sister. If the image is related to this title, it could imply that the little girl is admiring the high heels of her older sister. This act could symbolize the younger girl's admiration and connection to her sister, reflecting how she looks up to her and possibly sees her as a role model. The picture could evoke themes of familial bonds, admiration, and the influence siblings have on each other.</p> <p>Analysing image 2: What is being expressed? The image expresses confidence, joy, and carefree playfulness. The little girl is engaging in a classic childhood game with a sense of assurance and enjoyment. Her sure-footedness and lack of self-consciousness highlight her comfort and ease in her environment.</p> <p>What is happening in the picture? The picture depicts a young girl playing hopscotch in sneakers. She is actively participating in the game, moving with confidence and skill. Her flat shoes suggest practicality and readiness for active play, and her confident stance indicates that she is fully engaged in the fun of the game.</p> <p>What is being suggested? The image suggests a sense of freedom and self-assuredness. The girl's confident playfulness implies a strong sense of self and comfort in her own skin. It might also suggest the joy and simplicity of childhood, where confidence and self-expression come naturally and are not hindered by self-doubt or external pressures.</p> <p>How might this link to the title of the poem 'Poem for my Sister'? If linked to the title 'Poem for my Sister,' this image could symbolise the joy and confidence that the speaker admires in their sister. The act of playing hopscotch with confidence might reflect the qualities the speaker values or looks up to in their sister, such as self-assurance and the ability to enjoy life's simple pleasures. It could also highlight a moment of childhood that the speaker cherishes or sees as emblematic of their sister's character.</p> <p>Analysing image 3: What is being expressed?</p>

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	<p><u>Connotations:</u> This line reflects the older sister's appreciation and enjoyment of her younger sister's playfulness and skill. It indicates a sense of admiration for the younger sister's competence and an emotional connection through shared activities and observations.</p> <p>"never missing their mark, not overstepping the line."</p> <p><u>Language Analysis:</u> The phrase "never missing their mark" conveys precision and skill, while "not overstepping the line" implies adherence to rules and boundaries.</p> <p><u>Connotations:</u> This emphasizes the younger sister's proficiency and control in her activities, highlighting her competence and discipline. It contrasts with the instability mentioned earlier and suggests that in some areas, she is adept and capable.</p> <p>"point out my own distorted feet,"</p> <p><u>Language Analysis:</u> The adjective "distorted" describes the older sister's feet as damaged or deformed, implying that they have been affected by the wear and tear of life.</p> <p><u>Connotations:</u> This imagery conveys the physical and metaphorical consequences of adult responsibilities and experiences. It suggests that the older sister has endured hardships and is warning her younger sister about the potential difficulties of growing up and assuming adult roles.</p> <p>"I should not like to see her in my shoes."</p> <p><u>Language Analysis:</u> The metaphorical phrase "in my shoes" suggests taking on the same experiences or responsibilities</p>				<p>The image expresses discomfort, pain, and the physical toll that high-heeled shoes can impose. The redness and soreness of the feet, along with the plasters, convey a message about the strain and damage caused by wearing the shoes. There is a stark contrast between the elegant appearance of the high heels and the physical suffering experienced by the wearer.</p> <p>What is happening in the picture? The picture shows a pair of adult female feet with visible signs of discomfort and damage, placed next to a pair of high-heeled shoes. The feet have plasters on the heels, and parts of the skin are red and sore. This visual highlights the negative impact of the high heels on the wearer's feet, illustrating the physical repercussions of wearing such shoes.</p> <p>What is being suggested? The image suggests that the pursuit of fashion or elegance, represented by the high-heeled shoes, can come at a significant personal cost. It highlights the often-hidden discomfort and pain associated with wearing fashionable but impractical footwear. The image implies a critique of the societal pressures to conform to certain beauty standards despite the personal sacrifices involved.</p> <p>How might this link to the title of the poem 'Poem for my Sister'? If linked to the title 'Poem for my Sister,' the image could represent a reflection on the challenges and sacrifices the speaker's sister faces in her pursuit of style or social expectations. It might suggest a deeper empathy or concern for the sister's well-being, acknowledging the personal costs of conforming to societal ideals. The image could serve as a poignant reminder of the unseen struggles behind the outward appearances and the pain that might accompany the pursuit of fashion or status.</p> <p>Use the quotations/analysis in the 'Intended Knowledge' column to draw out students' ideas about the poem 'To a Daughter Leaving Home'. In addition to this, the students may provide the following answers to the questions:</p> <p>What is hopscotch and why does the speaker like to watch her little sister play this? Students might say: "Hopscotch is a game where players throw a small object onto numbered spaces drawn on the ground and</p>

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	<p>as the older sister. The use of "should not like" expresses a reluctance or desire to protect the younger sister from these burdens.</p> <p><u>Connotations:</u> This line conveys the older sister's wish to shield her younger sister from the challenges and difficulties she has faced. It reflects a protective and caring attitude, emphasizing the older sister's desire for her younger sister to remain innocent and carefree rather than experience the same struggles.</p>				<p>then hop or jump through the spaces to retrieve the object. The speaker likes to watch her little sister play this game because it shows her sister's skill and agility. The neat, precise movements and the joy of the game reflect her younger sister's innocence and competence, which the speaker admires."</p> <p>What does it mean to 'overstep the line'?</p> <p>Students might say: "To 'overstep the line' means to go beyond acceptable boundaries or rules. In the context of the poem, it refers to making a mistake in the game of hopscotch by stepping outside the designated lines, which would indicate a lack of precision or control."</p> <p>Why might the speaker have 'distorted' (damaged) feet?</p> <p>Students might say: "The speaker's 'distorted' feet might be a metaphor for the physical toll and hardships of adult life. The damage could symbolize the challenges and sacrifices the speaker has faced, such as wearing uncomfortable or unsuitable shoes over time, leading to physical and emotional wear and tear."</p> <p>What does the speaker want her little sister to avoid?</p> <p>Students might say: "The speaker wants her little sister to avoid the difficulties and discomforts she has experienced. By pointing out her own 'distorted' feet and warning about 'unsuitable shoes,' the speaker hopes her sister can stay carefree and avoid the burdens and problems that come with growing up and taking on adult responsibilities."</p> <p>In answer to the final question about how the poet is successful in expressing what it feels like to watch someone grow up, students might say:</p> <p>The poem "Poem for My Sister" shows the feelings of watching a loved one grow up by using clear imagery and symbolism. It contrasts the younger sister's playful innocence, as seen in her trying on the older sister's shoes and playing hopscotch, with the older sister's worn-out feet, which symbolize the challenges of adulthood. The shoes represent the roles and struggles of growing up, and the older sister's warnings reflect her wish to protect her younger sibling from these difficulties. The poem shifts from light-hearted to serious, capturing the pride and concern of the older sister as she watches her sister mature.</p>

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<p>Lesson 4: Comparing Poems</p>	<p><u>Comparative Connectives for Similarities:</u> Students will know some comparative connectives to show similarities between two poems, such as “similarly,” “likewise,” “in the same way,” and “both.”</p> <p><u>Comparative Connectives for Differences:</u> Students will know some comparative connectives to show differences, such as “however,” “on the other hand,” “whereas,” and “contrastingly.”</p> <p><u>Crafting a Comparative Sentence:</u> Students will be able to write a sentence using a comparative connective to explore a similarity between the poems “To a Daughter Leaving Home” and “Poem for My Sister.”</p> <p><u>Structuring a Comparative Essay Response:</u> Students will understand the structure of a comparative essay for GCSE, including how to write a one-sentence introduction, one or two extended paragraphs, and a one-sentence conclusion.</p> <p><u>Comparative Analysis of Poems:</u> Students will be able to analyse and compare various elements of the poems, such as content, mood, message, and the use of literary techniques, using a comparative table.</p> <p><u>Evaluating Model Responses:</u> Students will be able to annotate and identify successes in a model response for a comparative essay, focusing on how similarities and differences between the poems are effectively discussed and supported with textual evidence.</p>		<p>Students should already understand basic poetic terms and concepts: This includes familiarity with terms like metaphor, simile, imagery, and theme, as these concepts are essential for analysing and comparing poetry.</p> <p>Students should already be able to identify and interpret key elements of poetry: This involves recognising and understanding different poetic techniques and devices used by poets, such as similes, metaphors, and onomatopoeia.</p> <p>Students should already have experience in writing analytical paragraphs: They should be comfortable constructing well-organised analytical paragraphs that include a clear topic sentence, evidence from the text, and analysis of how that evidence supports their points.</p> <p>Students should already have knowledge of how to structure an essay: This includes understanding how to write an introduction, develop paragraphs with</p>	<p>Literary Analysis: Understanding Themes and Motifs: The lesson deepens students’ ability to analyse and compare literary themes, such as the emotional impact of growing up and familial relationships. This skill is essential for interpreting literature across different genres and periods.</p> <p>Poetic Techniques: Students learn about various poetic devices and techniques (e.g., metaphors, similes, imagery) and their effects. This knowledge is applicable when studying different forms of poetry and prose, enhancing their analytical skills.</p> <p>Critical Thinking: Comparative Analysis: Comparing poems fosters critical thinking by requiring students to evaluate similarities and differences, which develops their ability to form and articulate reasoned arguments. This is a valuable skill in any subject that involves analysis and debate.</p>	<p>KR: Connectives to Show Similarities: Similarly Likewise Both In the same way Just as Equally In a similar fashion Correspondingly As with Comparatively Connectives to Show Differences: However On the other hand Conversely Whereas Unlike In contrast Although Nevertheless Differently Yet</p> <p>Some ideas students may explore in their tables: Similarities: The Speaker: Both Poems: The speakers are individuals who care deeply about a younger person they are watching grow up—an older sibling in “Poem for My Sister” and a parent in “To a Daughter Leaving Home.”</p> <p>The Poems’ Messages: Both Poems: Address themes of growing up and the bittersweet emotions associated with it. They reflect on the transition from childhood to adulthood and the sense of loss and vulnerability that accompanies this change.</p> <p>The Use of Language and Poetic Technique: Both Poems: Use vivid imagery to convey the physical and emotional aspects of growing up. They both employ metaphors to symbolise childhood and the process of growing up (e.g., cycling</p>

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			<p>supporting evidence, and create a conclusion.</p> <p>Students should already be familiar with the basic structure and content of the poems being compared: They should have read and analysed the poems "Poem for My Sister" and "To a Daughter Leaving Home" to understand their themes, language, and poetic techniques.</p> <p>Students should already be able to use comparative connectives effectively: They should know how to use connectives to show similarities and differences, such as "similarly," "however," and "on the other hand," to craft clear and coherent comparative arguments.</p> <p>Students should already be able to articulate and support their ideas with evidence: They should be practiced in making claims about texts and supporting those claims with relevant quotations or references to the poems.</p>	<p>Evidence-Based Argumentation: Students practise supporting their analyses with textual evidence, a skill that is transferable to writing essays and constructing arguments in other academic disciplines.</p> <p>Writing Skills: Essay Structure: The lesson teaches students how to structure comparative essays effectively, including crafting introductions, developing paragraphs, and drawing conclusions. These skills are crucial for writing assignments across all subjects. Clarity and Precision: By focusing on clear and concise writing in their comparisons, students improve their ability to communicate ideas precisely, a skill that benefits all areas of writing.</p> <p>Creative Expression: Creative Writing: Understanding poetic techniques and structures can inspire students to experiment with their own creative writing, including poetry</p>	<p>in "To a Daughter Leaving Home" and trying on adult shoes in "Poem for My Sister").</p> <p>The Mood or Atmosphere: Both Poems: Evoke a mixture of affection and melancholy as they reflect on the growing independence of a loved one and the loss of their childhood innocence.</p> <p>Differences: The Speaker: "To a Daughter Leaving Home": The speaker is a mother observing her daughter's transition to independence, often reflecting on the experience with a sense of nostalgia and concern. "Poem for My Sister": The speaker is an older sibling who is protective and reflective about her younger sister's gradual exposure to the harsh realities of life.</p> <p>The Poems' Messages: "To a Daughter Leaving Home": Focuses on the mother's emotions as she watches her daughter become independent and leave home, emphasizing the sorrow of watching her child grow up. "Poem for My Sister": Highlights the speaker's desire to protect her sister from the difficulties of growing up, expressing a wish for her sister to remain innocent and grounded.</p> <p>The Use of Language and Poetic Technique: "To a Daughter Leaving Home": Uses sensory language and onomatopoeia (e.g., "crash," "thud") to illustrate the physicality of the daughter's departure and the mother's fears about her daughter's vulnerability. "Poem for My Sister": Employs metaphors related to childhood games and clothing to illustrate the innocence of youth and the speaker's protective feelings towards her sister.</p> <p>The Structure: "To a Daughter Leaving Home": Often structured around a narrative of a specific event (e.g., the daughter learning to ride a bicycle), with a focus on progression and change over time. "Poem for My Sister": May focus more on a static moment or series of reflections about the sister trying on the speaker's shoes, emphasising the contrast between childhood and adulthood.</p>

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				<p>and prose. It enhances their ability to use language artistically and expressively.</p> <p>Personal Reflection: Comparing poems that deal with personal themes, like growing up or familial relationships, encourages students to reflect on their own experiences and express their thoughts creatively.</p> <p>Cultural and Historical Context: Contextual Understanding: Analysing poems from different authors helps students gain insight into various cultural and historical contexts. This can foster a broader understanding of the world and different perspectives.</p> <p>Interdisciplinary Links: Understanding literary works in context can connect with history, social studies, and cultural studies, providing a richer understanding of how literature reflects and influences societal values.</p>	<p>When annotating the modelled response, encourage students to consider the following successes:</p> <p>Clear Comparative Focus: Success: The response clearly identifies a key similarity between the two poems: both speakers express fear and anxiety about the growing independence of someone they love. Why: This establishes a focused comparison and shows a clear understanding of the shared theme.</p> <p>Effective Use of Textual Evidence: Success: The response includes specific references and examples from both poems to support its points, such as the use of verbs like 'wobbled' and the metaphors of cycling and adult shoes. Why: This demonstrates an ability to cite evidence and link it to the analysis, strengthening the comparative argument.</p> <p>Insightful Analysis of Language: Success: The analysis connects the physical expressions of vulnerability in both poems, such as the 'wobbled' legs and the 'spindle-thin' description, and explains their significance in illustrating fear and fragility. Why: This shows a deep understanding of how language and imagery convey emotional and thematic content.</p> <p>Well-Structured Comparison: Success: The response is well-organised, beginning with a clear introduction of the similarity, followed by detailed comparisons of specific elements (language, imagery), and concluding with a summary of the overall focus. Why: Good structure helps in presenting a coherent and logical argument, making it easier to follow and understand.</p> <p>Balanced Analysis of Differences: Success: The response contrasts how the two poems handle themes of childhood and adulthood differently, highlighting how 'To a Daughter Leaving Home' reflects a parent's bittersweet emotions and 'Poem for My Sister' focuses on protective concern. Why: Addressing both similarities and differences provides a comprehensive comparison, showing nuanced understanding.</p> <p>Clear Conclusion:</p>

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					<p>Success: The conclusion effectively summarises the main comparison points and reiterates how each poem uniquely addresses the theme of growing up.</p> <p>Why: A clear conclusion helps in reinforcing the analysis and providing closure to the comparative discussion.</p> <p>Students should use a different idea from their comparative table to write an alternative comparative point about the poems.</p>
<p>Lesson 5: Exploring the poem 'Yew Tree Guest House'</p>	<p>By the end of Lesson 5 – Exploring the poem "Yew Tree Guest House", students will know:</p> <p>Connotations of Words and Phrases: Students will know how to analyse the connotations of key words and phrases in a poem. For instance, they will understand the implications of terms like "yew tree," "guest house," and "grey windows," and how these contribute to the overall mood and theme of the poem.</p> <p>Understanding Old Age: Students will understand how the poet presents old age through imagery and language. They will be able to recognise and interpret how the poem depicts the experiences and emotions associated with aging, such as loss of independence and the monotony of life in a care home.</p> <p>Poetic Techniques and Structure: Students will know how to identify and analyse various poetic techniques used in the poem. This includes understanding how metaphors, imagery, and diction are employed to convey deeper meanings about aging and the residents' experiences.</p>	<p><u>Yew Tree</u> As an evergreen tree, the yew is symbolic of everlasting life and rebirth; it was held sacred by Druids in pre-Christian times. Yew came to symbolise death and resurrection for the ancient Celts which continued into the Christian era; yew branches were carried on Palm Sunday and at funerals for many centuries.</p>	<p>Students should already understand basic poetic terminology: Familiarity with terms such as metaphor, connotation, imagery, and symbolism will help them analyse the language and meaning of the poem.</p> <p>Students should already be able to annotate texts: They should know how to highlight and make notes on specific lines or phrases to explore their meanings and connotations.</p> <p>Students should already have experience in interpreting figurative language: Understanding how figurative language (e.g., metaphors, similes) works in poetry will assist in analysing the deeper meanings of the poem's language.</p> <p>Students should already be familiar with thematic analysis: They should be</p>	<p>Understanding and Analysing Poetry: Exploring Themes and Symbols: The lesson reinforces skills in identifying and analysing themes and symbols, which are essential for understanding poetry across the GCSE syllabus.</p> <p>Analysing Poetic Techniques: The focus on figurative language, imagery, and connotation links to the broader curriculum requirement to analyse how poets use language to convey meaning and evoke responses.</p> <p>Comparing Texts: This lesson builds on skills in comparing and contrasting texts, which is crucial for comparative essays and questions in both poetry</p>	<p>KR: Connotations: Yew Tree: Longevity and Resilience: Yew trees are known for their long lifespan and ability to survive in various conditions. This may symbolize the enduring nature of old age or the persistence of life despite its challenges.</p> <p>Guest: Temporary Stay: The term "guest" suggests someone who is not a permanent resident but rather stays temporarily. This can imply a sense of impermanence or being out of place. Hospitality and Care: It can also suggest a certain level of care and service, as guests are often provided for by hosts.</p> <p>House: Home and Safety: Generally, a house symbolizes a place of security, comfort, and belonging.</p> <p>Guest House: Temporary Accommodations: A guest house is typically a place where people stay temporarily, which emphasises the transitory nature of the residents' stay. A warm, welcoming home but one that could be formal and relating to service.</p> <p>When asking the students what old age is like, expect (encourage) some of the following responses:</p> <p>Physical Appearance: Visible Signs of Aging: Wrinkles and Fine Lines: Skin becomes less elastic and may develop wrinkles and fine lines. Grey Hair: Hair often turns grey or white.</p>

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	<p>Connotations and Implications: Students will understand how connotations influence the reader's interpretation of the poem. For example, they will analyse what the term "grey windows" symbolizes about the residents' lives and how phrases like "disguising inconsequence" reflect their lack of autonomy.</p> <p>Thematic Exploration: Students will be able to explore and articulate the broader themes presented in the poem. They will connect the depiction of old age in the poem to themes such as the passage of time, loss of vitality, and the search for meaning in a confined existence.</p> <p>Annotation Skills: Students will develop skills in annotating poetry. They will practice highlighting and interpreting lines to uncover deeper meanings, particularly focusing on the language used to describe the residents' lives and the metaphor of dining as a representation of their daily existence.</p> <p><u>Quotations</u></p> <p>'elderly ladies shrivel away'</p> <p><u>Language Analysis:</u> Shrivel: The verb "shrivel" suggests a physical contraction and deterioration, often associated with aging and loss of vitality. It conveys a sense of diminishing or withering. Elderly ladies: Refers to older women, indicating the poem's focus on aging women in a care setting.</p>		<p>able to identify and discuss themes within a poem, such as aging, mortality, and monotony.</p> <p>Students should already know how to connect textual evidence to thematic analysis: They should be able to use quotations from the poem to support their interpretations and analyses of its themes and techniques.</p> <p>Students should already have basic knowledge of poetic structure and form: Understanding how a poem's structure, such as stanzas and line breaks, affects its meaning will aid in a comprehensive analysis of the poem.</p>	<p>and prose sections of the exam.</p> <p>Contextual Understanding: Understanding the cultural and symbolic connotations of yew trees links to the broader study of how historical and cultural contexts influence literary texts.</p> <p>Critical Analysis: The lesson supports the development of critical analysis and essay-writing skills, essential for writing analytical responses and essays on poetry and other literary forms.</p> <p>Exploring Character and Setting: Character and Setting Analysis: Although this poem focuses on the theme of old age rather than specific characters, analysing the setting (the guest house) and its impact on the residents can be linked to broader studies of character and setting in literature.</p> <p>Literature and Society: Reflection on Social Issues: The poem's exploration of aging</p>	<p>Reduced Stature: Some people may experience a slight loss in height due to changes in posture and bone density.</p> <p>Physical Frailty: Reduced strength and flexibility can affect balance and mobility, leading to a greater risk of falls and slower movement.</p> <p>Health Conditions: Common ailments include arthritis, osteoporosis, and reduced sensory capabilities (e.g., diminished vision or hearing).</p> <p>Changes in Energy Levels: There may be increased tiredness and a need for more rest, with daily activities potentially becoming more tiring.</p> <p>Life Experience: Old age often brings a sense of wisdom and reflection on a lifetime of experiences, achievements, and losses. Increased Perspective: Older individuals might have a broader perspective on life, informed by decades of experiences.</p> <p>Loneliness: Many elderly individuals face isolation or loneliness, especially if they lose friends or family members and live alone. Depression: There can be an increased risk of depression, often linked to factors like loss of independence or health issues. Adaptation to Change:</p> <p>Adjustment: Adapting to retirement, the loss of a spouse, or declining health can be emotionally challenging and may require significant adjustment.</p> <p>Living Arrangements: Care Facilities: Some elderly individuals may live in assisted living or nursing homes, which can have a structured and institutional feel.</p> <p>Social Interaction: Relationships with family and friends can be a crucial source of support and companionship. Participation in social activities or community groups can help maintain a sense of purpose and social connection.</p>

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	<p><u>Connotations:</u> Decay and Vulnerability: The term "shrivel away" implies a loss of physical strength and a decline in vitality, emphasizing the frailty and vulnerability of old age. Passivity: It conveys a sense of passivity and inevitability about the aging process, portraying the elderly as diminishing in a somewhat helpless manner.</p> <p><u>'bright beads and jumpers to colour the waiting day'</u> <u>Language Analysis:</u> Bright beads and jumpers: Refers to colourful and possibly festive clothing and accessories worn by the elderly ladies. This contrasts with their grim environment. Colour the waiting day: The phrase implies that these items are used to add a splash of colour or vibrancy to an otherwise dull or monotonous day.</p> <p><u>Connotations:</u> Contrast and Distraction: The bright colours of the beads and jumpers serve as a distraction from the monotony of their existence, suggesting a superficial attempt to bring joy or vibrancy to their lives. Temporary Relief: The use of "colour" suggests a temporary and artificial means of brightening their experience, rather than a genuine change in their circumstances.</p> <p><u>'Grey windows whose beds and meals are made'</u> <u>Language Analysis:</u> Grey windows: The adjective "grey" often connotes dullness, bleakness, and a lack</p>			<p>and its implications connects to broader discussions about societal attitudes towards aging, which can be related to themes explored in other literary texts and their social commentaries.</p> <p>Enhancing Vocabulary and Language Skills: Analysing the connotations of specific words and phrases helps in expanding vocabulary and understanding nuanced language use, which is beneficial for both reading and writing tasks across the curriculum.</p> <p>Understanding Poetic Forms and Structures: Insights into the structure of the poem, including its use of stanzas and line breaks, contribute to a deeper understanding of poetic forms and their effects, which is relevant for analysing various forms of poetry studied in the GCSE course. "Yew Tree Guest House" can</p>	<p>Regular Schedules: Daily routines may become more structured around medication, meals, and physical therapy, reflecting the need for consistency and care.</p> <p>Leisure Activities: Hobbies and Interests: Engaging in hobbies or interests, such as reading, gardening, or crafting, can provide enjoyment and a sense of fulfilment.</p> <p>Respect and Reverence: In some cultures, old age is highly respected and associated with honour and wisdom.</p> <p>Marginalisation: elderly individuals may face marginalisation or a lack of visibility in societal roles.</p> <p>Analysing image 1: What is being expressed? Isolation and Neglect: The image conveys a sense of isolation and emotional neglect. The sparse decor, the emptiness of the room, and the solitary individuals suggest a lack of personal engagement and warmth in the environment. Loneliness: The loneliness of the individuals, sitting alone and interacting with no one, highlights feelings of abandonment and separation from meaningful social connections. What is happening in the picture? Sparse and Uninviting Environment: The room is described as mostly empty and minimally decorated, creating an unwelcoming and drab atmosphere. Solitary Individuals: People present in the room are depicted as sitting alone, without interaction, which emphasises their isolation and detachment from each other. Inactive TV: The small TV is switched off, symbolizing a lack of stimulation or engagement, adding to the overall sense of emptiness and inactivity in the room. What is being suggested? Lack of Personal Connection: The image suggests that the residents may lack personal connection and meaningful interaction, which can contribute to their sense of isolation. Emotional and Physical Neglect: The overall dreary setting and the solitary figures imply that the environment does not provide</p>

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	<p>of vitality. It reflects the lifeless and institutional atmosphere of the care home.</p> <p>Beds and meals are made: Indicates a routine, organized environment where personal care is managed but may lack warmth or individuality.</p> <p><u>Connotations:</u></p> <p>Institutional Atmosphere: The "grey windows" suggest a drab, monotonous setting that reflects the lack of personal engagement and warmth in the care home.</p> <p>Lack of Autonomy: The phrase "beds and meals are made" implies a controlled, impersonal environment where the residents have little control over their daily routines.</p> <p><u>'disguising inconsequence with shavings of surface talk'</u></p> <p><u>Language Analysis:</u></p> <p>Disguising inconsequence: The act of disguising suggests an attempt to cover up or mask the true nature of something trivial or meaningless.</p> <p>Shavings of surface talk: "Shavings" implies something small and insignificant, and "surface talk" refers to trivial or shallow conversation.</p> <p><u>Connotations:</u></p> <p>Facade of Normalcy: This phrase suggests that the residents engage in superficial conversations to mask the emptiness and lack of meaningful activity in their lives.</p> <p>Emotional Detachment: It indicates a detachment from deeper emotional engagement, as the residents are involved in mundane chatter to distract from their lack of purpose.</p>				<p>emotional or physical comfort, potentially reflecting a lack of adequate care and engagement.</p> <p>Routine and Monotony: The sparse and bleak decor, coupled with the inactive TV, suggests a monotonous routine devoid of personal or enjoyable activities.</p> <p>How might this link to the title of the poem?</p> <p>Title Link to "Yew Tree Guest House": The title of the poem, "Yew Tree Guest House," reflects themes of aging, isolation, and the passage of time. The image's depiction of a lonely, communal space in a residential home parallels the poem's exploration of the lives of elderly residents in a care setting.</p> <p>Symbolism of Isolation: Just as the yew tree symbolises enduring yet sombre aspects of life, the image captures a similar sense of enduring isolation and the emotional toll of living in a care home.</p> <p>Sense of Limitation: The image and the title both evoke a sense of limitation and confinement—whether it's the restricted and emotionally barren environment of the room or the constrained, routine lives of the elderly residents described in the poem.</p> <p><u>Analysing image 2:</u></p> <p>What is being expressed?</p> <p>Emotional Distance and Melancholy: The image expresses a deep sense of emotional distance and sadness. The elderly lady's melancholic and distant expression conveys feelings of loneliness and resignation.</p> <p>Contradiction Between Appearance and Emotion: The bright green cardigan contrasts sharply with her sorrowful demeanour, highlighting a disconnection between her outward appearance and her internal emotional state.</p> <p>What is happening in the picture?</p> <p>Frail and Passive Presence: The elderly lady is depicted as frail and inactive, sitting passively in a chair. Her passive posture suggests physical and emotional exhaustion or disengagement.</p> <p>Distant Expression: Her melancholic and distant look indicates that she is absorbed in her own thoughts or feelings, rather than interacting with her environment or others.</p> <p>Bright Attire vs. Dull Mood: The bright green cardigan stands out against her subdued and sorrowful demeanour, creating a visual contrast.</p> <p>What is being suggested?</p> <p>Emotional Disconnection: The contrast between her vibrant cardigan and her melancholic expression suggests that her bright</p>

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	<p><u>'sole chance for speculation – will it be cabbage or peas; boiled fish or fried?'</u></p> <p><u>Language Analysis:</u> Sole chance for speculation: Highlights the rarity or singularity of an event, suggesting it's the only opportunity for the residents to engage in any form of anticipation or decision-making. Cabbage or peas; boiled fish or fried?: Represents mundane and trivial choices in their daily meals.</p> <p><u>Connotations:</u> Monotony and Limited Choice: The phrase reflects the limited scope of their daily lives, where even their choices are trivial and repetitive, emphasizing the dullness of their existence. Lack of Excitement: The trivial nature of the speculation underscores the lack of excitement or significant engagement in their daily routine.</p> <p><u>'knives and forks are grips upon existence.'</u></p> <p><u>Language Analysis:</u> Knives and forks: These utensils are typically associated with dining and meals. Grips upon existence: The metaphor suggests that the act of eating is a form of holding on or clinging to life.</p> <p><u>Connotations:</u> Symbol of Survival: The use of "grips" suggests that the act of eating is one of the few meaningful activities left for the elderly residents, and it symbolizes their struggle to hold on to life. Constriction: It implies that their existence is tightly constrained by routine and physical needs, reflecting the limited scope of their lives.</p>				<p>appearance does not reflect her true emotional state, pointing to a deep sense of disconnection or sadness.</p> <p>Isolation in Brightness: The bright green cardigan may symbolise an attempt to bring colour or cheer into her life, but it only serves to accentuate the contrast between her external appearance and her internal feelings of isolation.</p> <p>Surface vs. Depth: The image suggests that despite the outward appearance of brightness and vitality, there is a profound depth of emotional sorrow and passivity beneath the surface.</p> <p>How might this link to the title of the poem?</p> <p>Title Link to "Yew Tree Guest House": The title of the poem, "Yew Tree Guest House," reflects themes of aging, isolation, and the passage of time. The image of the elderly lady's passive sitting and contrasting bright cardigan aligns with the poem's depiction of the emotional and physical challenges faced by the elderly in a care setting.</p> <p>Symbolism of Contrast: Just as the bright cardigan contrasts with her melancholic demeanour, the yew tree in the poem symbolises enduring life amidst a stark, unchanging reality. Both the image and the poem address the disparity between external appearances and internal experiences.</p> <p>Representation of Aging: The elderly lady's frailty and passive state are representative of the themes in the poem, which explores the experiences of aging and the emotional impact of living in a care home.</p> <p><u>Analysing image 3:</u></p> <p>What is being expressed?</p> <p>Blandness and Lack of Appeal: The image expresses a sense of blandness and lack of appeal. The food on the plate looks unappetising and uninteresting, suggesting a lack of care or thought in its preparation.</p> <p>Monotony and Discomfort: The simplicity and unappealing nature of the food reflect a monotonous and uninspired approach to meal preparation, which may contribute to a sense of discomfort or dissatisfaction.</p> <p>What is happening in the picture?</p> <p>Unappetising Meal: The plate features plain, unseasoned boiled fish, bland mashed potato, and weak-looking broccoli. The food is presented in a manner that lacks visual or gastronomic appeal.</p>

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	<p><u>'the ladies at the Yew Tree Guest House draw closer to the table.'</u></p> <p><u>Language Analysis:</u> Draw closer to the table: The phrase suggests physical proximity to the table, likely referring to their insecurities.</p> <p><u>Connotations:</u> Gathering and Closeness: This might symbolise a form of community or shared experience among the residents, though it is also a reminder of their dependence on the routine of meals.</p> <p>Intensified Monotony: Their closer proximity to the table can also highlight the increasing focus on routine activities, underscoring their constrained and repetitive lifestyle.</p>				<p>Minimalistic Presentation: The food's presentation is minimalistic, with no added colour or texture to make the meal more appealing or appetising.</p> <p>What is being suggested?</p> <p>Lack of Engagement and Care: The bland and unappealing meal suggests a lack of engagement or care in the preparation, which may reflect the broader theme of neglect or inadequacy in the care setting.</p> <p>Monotony and Routine: The repetitive and uninspiring nature of the meal may symbolise the monotony and lack of variety in the daily experiences of the residents, contributing to a sense of dreariness and routine.</p> <p>Emotional and Physical Discomfort: The unappealing food could symbolise the emotional and physical discomfort experienced by the individuals in the care setting, where even basic needs like nourishment are provided in a lacklustre manner.</p> <p>How might this link to the title of the poem?</p> <p>Title Link to "Yew Tree Guest House": The title of the poem, "Yew Tree Guest House," suggests themes of aging, routine, and emotional detachment. The image of the unappetising meal connects with the poem's exploration of the monotonous and unfulfilling aspects of life in a care home.</p> <p>Symbolism of Routine and Neglect: Just as the unappealing meal reflects routine and lack of care, the yew tree in the poem symbolises enduring a sombre and unchanged existence. Both the image and the poem highlight the sense of neglect and the emotional toll of living in a care setting.</p> <p>Reflection of Aging Experience: The plate of food serves as a metaphor for the broader experiences of the elderly residents in the poem, emphasizing the lack of vitality and engagement in their daily lives.</p> <p>Use the quotations/analysis in the 'Intended Knowledge' column to draw out students' ideas about the poem. In addition to this, the students may provide the following answers to the questions:</p> <p>What are the connotations of 'grey windows'?</p> <p>Dullness and Restriction: The term 'grey windows' connotes a lack of vibrancy and a sense of restriction. Grey is often associated with dullness and a lack of vitality, suggesting that the view or the life seen through these windows is uninspiring and monotonous.</p>

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					<p>Isolation and Limitation: Grey windows might also symbolize emotional or physical isolation, emphasizing the constrained and limited nature of the residents' lives within the guest house.</p> <p>How is it made clear in the second stanza that the residents of the guest house have no independence?</p> <p>Routine and Lack of Agency: The second stanza highlights the lack of independence through the depiction of residents' lives being controlled by routine. Phrases like 'beds and meals are made' and 'husbands tidied with the empty cupboards' suggest that daily activities are managed for them, indicating a lack of personal control.</p> <p>'Mortgaged Time': The phrase 'live in mortgaged time' implies that their time and lives are spent in a state of obligation and constraint, further underscoring their lack of autonomy.</p> <p>What are the connotations of the word 'disguise'?</p> <p>Covering Up Reality: The word 'disguise' suggests an attempt to cover up or mask the true nature of the residents' lives. It implies that there is an effort to present a façade of normalcy or distraction that conceals the underlying bleakness or insignificance.</p> <p>Deception and Artificiality: 'Disguise' also connotes a sense of deception or artificiality, indicating that the residents are not genuinely engaged or content but are rather involved in superficial or meaningless activities.</p> <p>What does 'shavings of surface talk' reveal?</p> <p>Superficiality: The phrase 'shavings of surface talk' reveals that the conversations among the residents are trivial and lacking in depth. The use of 'shavings' suggests that these discussions are merely superficial, providing little substance or meaningful interaction.</p> <p>Avoidance of Depth: This phrase indicates that the residents might be avoiding deeper, more significant conversations, perhaps as a way to cope with the emptiness or monotony of their daily lives.</p> <p>What do you learn about the residents' food 'choices'?</p> <p>Lack of Variety and Excitement: The description of the food choices as 'cabbage or peas; boiled fish or fried' suggests a lack of variety and excitement in their diet. The repetitive and bland nature of the food reflects a monotonous and uninspired daily routine.</p>

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					<p>Minimal Engagement: The choices are presented as mundane and uninspired, reflecting the minimal engagement or enjoyment the residents derive from their meals, symbolizing the broader monotony of their lives.</p> <p>How is the dining metaphor effective in the final stanza? What does it suggest about the residents' lives?</p> <p>Metaphor for Existence: In the final stanza, the dining metaphor is used to illustrate the residents' existence. 'Knives and forks are grips upon existence' suggests that their meals are not just about nourishment but are symbolic of their hold on life, which is controlled and constrained.</p> <p>Symbol of Routine and Monotony: The metaphor of dining emphasises the routine and monotony of their lives. The act of eating becomes a metaphor for the way they experience time, suggesting that their lives are repetitive and lacking in vitality.</p> <p>Reflection of Diminished Engagement: The final line, 'the ladies at the Yew Tree Guest House draw closer to the table,' suggests that as life progresses and losses occur (like Mrs. Porter ceasing to come downstairs), the remaining residents are drawn into a closer but increasingly grim and constrained existence.</p>
<p>Lesson 6: <u>Writing about Yew Tree Guest House</u></p>	<p>Students will know how to identify and categorise words into different word classes: Example: From the line 'elderly ladies shrivel away', students will be able to classify: Adjective: elderly Verb: shrivel Nouns: ladies Adverb: away</p> <p>Students will know how to analyse and annotate the successes of an analytical response. They will understand how to assess the effectiveness of an analytical response to a poetry question, identifying strengths in how the analysis addresses the question.</p> <p>Students will know how to structure a literary response using a structure strip:</p>		<p>Basic Poetic Terminology: Understanding of Terms: Students should be familiar with key poetic terms and concepts, such as metaphor, simile, imagery, and tone, to analyse and discuss the poem effectively.</p> <p>Identification of Word Classes: Word Class Knowledge: Students should understand the different word classes (adjectives, verbs, nouns, adverbs) and be able to identify and categorise words in a given text.</p>	<p><i>Analysis of Literary Texts: Link to English Literature: This lesson reinforces skills in analysing literary texts, including understanding and interpreting poetic techniques and thematic content. Students apply these skills to analyse how the poet presents old age in "Yew Tree Guest House."</i></p> <p><i>Writing Skills: Link to English Language: The lesson emphasises writing skills, particularly crafting analytical essays.</i></p>	<p>KR: Word Classes: Example: From the line 'elderly ladies shrivel away', students will be able to classify: Adjective: elderly Verb: shrivel Nouns: ladies Adverb: away</p> <p><u>Annotate the introduction of the response – evaluate its successes. Look for/draw out the following ideas:</u> Clear Introduction to the Poem: Context Setting: It establishes the poem's context by identifying it as "Yew Tree Guest House" and explaining that the speaker might be a visitor or someone familiar with the residential home. This sets the stage for discussing the depiction of old age within that specific context. Insight into the Poem's Depiction of Old Age: Focus on Presentation: The opening clearly states that the poem provides a detailed depiction of life in a residential home. This</p>

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	<p>They will learn to organise their responses clearly, including how to write a coherent introduction, develop body paragraphs with evidence and analysis, and provide a concise conclusion.</p> <p>Students will know how to integrate quotations effectively in their analysis. They will understand how to select and incorporate relevant quotations from the poem to support their analytical points, ensuring that quotes are well-explained and relevant to the question.</p> <p>Students will know how to use suggested sentence starters to build their analysis. They will be familiar with using specific sentence starters to help structure their responses and ensure their analysis is clear and well-articulated.</p> <p>Students will know how to complete a comprehensive analytical response to the poetry question. They will be able to produce a full and effective analytical response to the question on how the poet presents old age in 'Yew Tree Guest House', applying their knowledge of word classes, poetic techniques, and structured writing.</p>		<p>Analytical Writing Skills: Writing Structure: Students should know how to structure an analytical essay or response, including writing introductions, body paragraphs, and conclusions, and how to incorporate evidence and analysis.</p> <p>Quotation Integration: Using Quotations: Students should be able to select relevant quotations from a text and integrate them into their analysis, providing explanations of how the quotes support their points.</p> <p>Poetic Analysis: Analysing Poetry: Students should be able to analyse how poets use language and poetic techniques to convey themes and emotions. This includes understanding how different elements of a poem contribute to its overall meaning.</p> <p>Understanding the Poem: Students should have read and engaged with the poem "Yew Tree Guest House," having an understanding of its themes, imagery, and overall message.</p>	<p><i>Students practice structuring their responses, integrating quotations, and developing coherent arguments, which aligns with the broader curriculum goals for clear and effective writing.</i></p> <p><i>Critical Thinking: Link to English Literature: By annotating and analysing the poem, students engage in critical thinking, evaluating how language and structure contribute to the poem's themes. This fosters deeper comprehension and critical analysis of texts.</i></p> <p><i>Poetic Devices and Techniques: Link to English Literature: Understanding and identifying poetic devices such as metaphor, imagery, and word classes are crucial for literary analysis. This lesson builds on students' knowledge of these techniques and their application in poetry.</i></p> <p><i>Vocabulary Development:</i></p>	<p>implies that the poet's presentation of old age is integral to the poem's message. Identification of Key Themes: Monotony and Loneliness: By highlighting "the monotonous and often lonely existence" of elderly individuals, the opening directly addresses the thematic elements of aging depicted in the poem. This helps to focus the analysis on how these themes are presented. Effective Use of Poetic Message: Highlighting Realities: It notes that the poem "highlights the realities of aging," which aligns with the task of analysing how the poet presents old age. This sets up an expectation that the analysis will explore how the poem conveys these realities through its language and imagery. Engagement with the Poem's Tone: Atmosphere: The reference to "stagnant existence" captures the tone and atmosphere of the poem. This hints at the poem's approach to presenting old age, suggesting a critical or reflective tone regarding the lives of the elderly. Foundation for Further Analysis: Basis for Argument: The opening provides a clear foundation for further analysis by identifying the poem's focus on daily routines and the quality of life for its inhabitants. It sets up a framework for discussing how these elements are used to portray old age.</p> <p><u>Students should write the rest of the analysis themselves.</u></p>

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				<p><i>Link to English Language: Identifying and understanding different word classes and their connotations enhance students' vocabulary and comprehension skills. This ties into broader goals of expanding language use and understanding.</i></p> <p><i>Essay Structure and Composition: Link to English Language: The lesson's focus on structuring analytical essays and using sentence starters for clarity and coherence supports students' overall writing proficiency and essay-writing skills.</i></p> <p><i>Literary Context and Themes: Link to English Literature: Analysing how themes such as aging and isolation are presented in the poem helps students connect to broader literary themes and contexts, enhancing their understanding of literature's exploration of human experiences.</i></p> <p><i>Evaluative and Reflective Skills:</i></p>	

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				Link to English Language and Literature: <i>Annotating and evaluating responses helps students develop evaluative and reflective skills, enabling them to critique their own work and that of others, which is valuable in both language and literature studies.</i>	
<u>Lesson 7 – Comparing Yew Tree Guest House and Getting Older</u>	<p>Students will know the difference between denotation and connotation. Analytical Skills in Poetry:</p> <p>Students will know how to carefully read and understand the content and themes of a poem.</p> <p>Students will know how to explore the similarities and differences in how 'Yew Tree Guest House' and 'Getting Older' address the theme of ageing. For example, determining whether the poets present growing old as a positive or negative experience.</p> <p>Students will know how to understand the tone of the opening lines and how it sets the stage for the reader's expectations.</p> <p>Students will know how to recognise the shifts in mood or atmosphere throughout the poem and the reasons behind these changes.</p> <p>Students will know how to identify and analyse literary devices such as metaphors, similes, onomatopoeia, and alliteration.</p>	<i>Freesia - a sweet-scented flower of the iris family with usually red, pink, white, or yellow flowers.</i>	<p>Students should know the definitions of denotation and connotation, and how to identify and distinguish between them. Students should know the basic structure of a poem, including stanzas, lines, and rhyme schemes.</p> <p>Students should know how to read and understand different types of texts, including poetry.</p> <p>Students should know how to summarise the main ideas and themes of a text.</p> <p>Students should know how to analyse texts for tone, mood, and theme.</p> <p>Students should know how to identify and interpret literary devices such as metaphors, similes, and alliteration.</p> <p>Students should know how to compare and contrast</p>	<p>Students will practise analysing texts for deeper meanings, a key skill in both English Language and Literature. This includes identifying themes, tones, and the use of literary devices, which are essential for understanding and interpreting complex texts.</p> <p>The lesson reinforces the understanding of literary devices such as metaphors, similes, and connotations. Mastery of these devices is crucial for both creating and interpreting literature, aligning with curriculum goals of developing students' literary analysis skills.</p> <p>By comparing two poems, students develop the ability to</p>	<p>KR: denotation of 'winter sunlight' is simply sunlight during the winter season. connotation of 'winter' often includes feelings of coldness, dormancy, or even melancholy, while 'sunlight' might suggest warmth, hope, or renewal. Together, 'winter sunlight' could imply a rare but cherished warmth in a cold period, representing fleeting moments of hope or happiness during difficult times.</p> <p><u>Use the quotations/analysis in the 'Intended Knowledge' column to draw out students' ideas about the poem. In addition to this, the students may provide the following answers to the questions:</u></p> <p>What is the tone of the opening line? Why is this surprising to the reader? The tone of the opening line, "The first surprise: I like it," is unexpectedly positive and light-hearted. This is surprising to the reader because societal attitudes towards ageing are often negative, associating it with decline and loss. The speaker's expression of liking something about getting older defies these common expectations, immediately engaging the reader with an unconventional perspective.</p> <p>What is the speaker grateful for? The speaker is grateful for the simple yet profound fact of having lived long enough to experience ageing. This gratitude is evident in the line, "I didn't die young, for instance." It suggests an appreciation for the longevity and the additional life experiences that come with surviving past youth.</p>

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	<p>Students will know how to understand the purpose behind the poet's choice of these techniques and how they contribute to the overall message and impact of the poem.</p> <p>Students will know how to determine the poet's key message and the underlying themes in the poems.</p> <p><u>Quotations</u></p> <p><u>'The first surprise: I like it.'</u> <u>Language:</u> The phrase starts with 'The first surprise,' setting an unexpected tone. 'I like it' is a simple, direct statement, which conveys a personal and positive reaction. <u>Connotations:</u> The use of 'surprise' suggests that the speaker did not expect to enjoy growing older, indicating a preconception that ageing is typically viewed negatively. 'I like it' contrasts with societal expectations, adding a sense of contentment and acceptance.</p> <p><u>'I didn't die young, for instance.'</u> <u>Language:</u> The phrase 'for instance' implies that the speaker is listing reasons for their positive outlook. The statement is straightforward and factual. <u>Connotations:</u> This line carries a sense of gratitude and relief. The connotation of not dying young highlights an appreciation for life and the experiences that come with age. It suggests a sense of victory over potential early demise and underscores the value of longevity.</p> <p><u>'We all approach the edge of the same blackness'</u> <u>Language:</u> The phrase 'the edge of the same blackness' uses metaphorical</p>		<p>different texts, focusing on themes, tones, and the use of literary devices.</p> <p>Students should know how to think critically about a text, asking questions and making inferences based on the content. Students should know how to interpret the implied meanings and connotations within a poem.</p> <p>Students should know how to structure an analytical essay, including how to develop a thesis statement and support it with evidence from the text. Students should know how to use quotations effectively in their writing to support their analysis.</p>	<p>identify and discuss similarities and differences in themes, tone, and style. This skill is important not only for poetry analysis but also for comparing different genres and periods of literature, a common task in English Literature courses.</p> <p>The lesson encourages critical thinking as students must interpret implied meanings and evaluate the poets' perspectives on ageing. This ability to think critically about texts is a core component of the English curriculum, fostering deeper engagement and understanding.</p> <p>Engaging with poetry enhances students' reading comprehension and interpretation skills, particularly with challenging texts that require careful reading and thoughtful analysis. These skills are transferable across various types of literature and informational texts.</p> <p>Students will practise structuring analytical</p>	<p>What is the impact of the phrase, 'for instance'? What does it suggest? The phrase "for instance" has a casual, conversational impact. It suggests that the speaker could list many more reasons why they appreciate ageing. This phrase implies that not dying young is just one example among many positive aspects of growing older, reinforcing the speaker's overall positive outlook on life.</p> <p>What metaphor is being used in the line 'We all approach the edge of the same blackness'? What is the speaker referring to? The metaphor "the edge of the same blackness" refers to the inevitability of death. By describing death as "blackness," the speaker evokes the unknown, mystery, and potentially fear associated with it. The "edge" implies that everyone gets closer to this inevitable end as they age, highlighting the universal nature of mortality.</p> <p>How do the phrases, 'January Freesia' and 'winter sunlight' reflect the speaker's ideas about her life and the stage of life she is in? The phrases "January Freesia" and "winter sunlight" reflect the speaker's appreciation for small, beautiful moments in life. "January Freesia" suggests freshness and renewal in the midst of winter, symbolising new beginnings or beauty in later life. "Winter sunlight" implies rare but cherished warmth and brightness during a typically cold and dark season, paralleling the unexpected joys found in the later stages of life. Together, these phrases indicate that the speaker finds delight and value in the simple, often overlooked aspects of life, despite its challenges.</p> <p>What is the tone of the poem in the final lines? How does the speaker feel? Consider the use of the words, 'won' and 'celebration'. The tone of the poem in the final lines is triumphant and celebratory. The speaker feels victorious and appreciative of each day, viewing it as a "celebration." The use of the word "won" suggests that each day is a hard-fought victory over the darkness, which can be interpreted as the challenges of life or the inevitability of death. "Celebration" connotes joy and gratitude, reinforcing the speaker's positive and life-affirming attitude towards ageing.</p>

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	<p>language to describe death or the unknown future. 'Blackness' evokes darkness, mystery, and possibly fear.</p> <p><u>Connotations:</u> This line brings a universal perspective to the poem, acknowledging that ageing and death are common to all humans. The 'edge' suggests nearing the end of life, while 'blackness' connotes the uncertainty and inevitability of death. Despite its sombre tone, it also implies a shared human experience.</p> <p><u>'Sharpens my delight in January Freesia, hot coffee, winter sunlight.'</u></p> <p><u>Language:</u> The word 'sharpens' indicates an intensification of the speaker's pleasure in simple, everyday experiences. The items listed – 'January Freesia,' 'hot coffee,' 'winter sunlight' – are specific and sensory-rich, enhancing the vividness of the imagery.</p> <p><u>Connotations:</u> Each item has its own positive connotation: 'January Freesia' suggests fresh beginnings and delicate beauty; 'hot coffee' implies comfort and warmth; 'winter sunlight' symbolises rare, cherished moments of brightness in a cold, dark season. Together, they reflect an enhanced appreciation for life's small joys, likely amplified by the awareness of mortality.</p> <p><u>'every day won from such darkness is a celebration.'</u></p> <p><u>Language:</u> The phrase 'every day won' uses the metaphor of a battle, suggesting that each day is a victory. 'From such darkness' refers back to the 'blackness' mentioned earlier, reinforcing the theme of overcoming adversity.</p>			<p>essays and using evidence to support their arguments. These writing skills are essential for success in both English Language and Literature, where clear, coherent, and well-supported writing is required.</p> <p>The theme of ageing explored in this lesson connects to broader literary themes such as the human condition, time, and mortality. Understanding these themes helps students appreciate literature's exploration of universal experiences and enhances their ability to connect texts to wider societal and philosophical contexts.</p> <p>By studying different poets' perspectives on ageing, students are exposed to a range of viewpoints and cultural contexts. This aligns with curriculum goals of promoting diversity and understanding of different human experiences through literature.</p>	<p>Some ideas students may explore in their tables:</p> <p>Similarities</p> <p>Topic Both poems address the theme of ageing and the associated feelings and experiences. They explore the passage of time and reflect on what it means to grow older.</p> <p>Speaker Both poems feature a first-person speaker who reflects on their own experiences of ageing. The speakers in both poems offer personal insights and observations about their lives as they grow older.</p> <p>Message Both poems convey messages about the nature of ageing and how it impacts the individual's perspective on life. They encourage reflection on the process of getting older and the associated emotional responses.</p> <p>Mood and Atmosphere Both poems create an introspective and contemplative mood as the speakers reflect on their lives. The atmosphere in both poems is shaped by the speaker's attitudes towards ageing and the language used to describe their experiences.</p> <p>Use of Language and Poetic Techniques Both poems employ rich imagery and metaphors to convey the speakers' experiences and emotions. They use specific, sensory details to create vivid pictures of the speakers' lives and surroundings.</p> <p>Differences</p> <p>Topic 'Getting Older' explicitly discusses the speaker's personal acceptance and appreciation of ageing. 'Yew Tree Guest House' may presents a negative view on aging as one loses control over their life.</p> <p>Speaker The speaker in 'Getting Older' is explicitly surprised by their positive feelings towards ageing and expresses a sense of triumph and gratitude.</p>

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	<p><u>Connotations:</u> This line conveys a triumphant and celebratory tone. 'Every day won' implies that life is precious and should be valued. 'Celebration' connotes joy, gratitude, and a positive outlook on life. The juxtaposition of 'darkness' and 'celebration' highlights the speaker's resilience and the ability to find happiness despite life's challenges.</p>				<p>The speaker in 'Yew Tree Guest House' may have a different tone or perspective, potentially influenced by the setting and their relationship to it.</p> <p>Message 'Getting Older' presents a clear message of finding joy and celebration in the later stages of life, emphasising a positive outlook.</p> <p>'Yew Tree Guest House' explores negative aspects of ageing, providing a more complex or balanced view.</p> <p>Mood and Atmosphere 'Getting Older' maintains a predominantly positive and celebratory mood, highlighting the speaker's contentment and appreciation for life.</p> <p>'Yew Tree Guest House' might have a more varied mood, potentially incorporating elements of melancholy.</p> <p>Use of Language and Poetic Techniques 'Getting Older' uses language that emphasises surprise, gratitude, and celebration, with phrases like "The first surprise: I like it" and "every day won from such darkness is a celebration."</p> <p>'Yew Tree Guest House' use language that evokes a sense of routine and boredom.</p>
<p>Lesson 8 – Writing about 'Yew Tree Guest House' and 'Getting Older'</p>	<p>Students will know the similarities between 'Yew Tree Guest House' and 'Getting Older' in how they both explore themes of ageing and reflect on the process of growing older.</p> <p>Students will know the differences between 'Yew Tree Guest House' and 'Getting Older', particularly in the perspectives and tones of the speakers, with one presenting a more resigned view and the other a more celebratory one.</p> <p>Students will know how to use their comparative tables and structure strips to organise their thoughts and write a</p>		<p>Students should understand fundamental poetic concepts, including theme, tone, mood, and poetic techniques such as imagery, metaphor, and simile.</p> <p>Students should have experience comparing different texts, particularly in identifying similarities and differences in themes, language, and presentation.</p>	<p>This lesson builds on skills critical to English Language and Literature, such as comparing and contrasting texts. Students learn to analyse how different poets approach similar themes, which enhances their ability to critically engage with a range of literary works.</p> <p>By examining poetic language, structure, and themes, students</p>	<p>KR: Similarities and difference between the poems – students might draw upon some of the ideas explored in lesson 7 (within their tables). Ideas listed above.</p> <p>Students should write up their own comparison of Yew Tree Guest House and Getting Older, using the writing frame provided. 15 minutes to complete.</p> <p>When annotating the modelled response, identifying its successes, share/draw out the following ideas: Successes of the Response The response effectively meets the criteria for a Level 4 (7-8 marks) response according to the GCSE mark scheme. Here's an analysis of the response's successes:</p>

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	<p>structured response comparing the two poems.</p> <p>Students will know the criteria for achieving different levels of marks in comparative poetry analysis, based on the GCSE mark scheme provided.</p> <p>Students will know how to identify and analyse the writers' methods, including the use of metaphors, imagery, and tone, in conveying their attitudes towards ageing in both poems.</p> <p>Students will know how to critically evaluate a modelled comparative response, recognising its strengths and applying similar techniques in their own writing.</p>		<p>Students should be able to analyse and interpret the language and structure of poetry, recognising how poets convey their messages and feelings.</p> <p>Students should have read and understood the poems 'Yew Tree Guest House' and 'Getting Older,' including their themes, main ideas, and the overall tone and mood.</p> <p>Students should be familiar with the GCSE mark scheme for poetry comparison, understanding the criteria for different levels of marks (e.g., AO2) and what is expected for high-quality responses.</p> <p>Students should know how to structure their analytical responses, including how to formulate a comparative argument and support it with evidence from the texts.</p>	<p>deepen their understanding of literary analysis. This lesson reinforces their ability to interpret and evaluate texts, a key component of the English curriculum.</p> <p>The lesson focuses on themes such as ageing, which are common in literature. Understanding how different texts handle these themes helps students see the broader context of literary exploration and thematic development across different genres and periods.</p> <p>The lesson prepares students for GCSE examinations by familiarising them with mark schemes and assessment criteria. This practice ensures they are equipped to meet the expectations of literary analysis and comparative writing in their exams.</p> <p>Students are encouraged to think critically about how poets use language and structure to convey their messages. This critical approach is</p>	<p>Critical and Insightful Comparison: The response provides a critical and insightful comparison of the poems. It contrasts the perspective of 'Yew Tree Guest House,' which portrays a bleak view of ageing, with the more positive and liberating perspective in 'Getting Older.' This demonstrates a deep understanding of the different ways the poets approach the theme of ageing.</p> <p>Analytical Comparison of Writers' Methods: The response analyses how each poet uses language and imagery to convey their ideas about ageing. For instance, it discusses the metaphor "knives and forks are grips upon existence" from 'Yew Tree Guest House' to illustrate a monotonous view of old age and contrasts this with the positive imagery in 'Getting Older,' such as "January freesia" and "winter sunlight."</p> <p>Effectiveness of Methods: The response effectively evaluates the effects of the poets' methods. It explains how the metaphorical language in both poems serves to enhance the reader's understanding of the poets' attitudes towards ageing. The juxtaposition of "January freesia" and "winter sunlight" in 'Getting Older' is discussed in terms of how it reflects the speaker's appreciation for small joys, effectively highlighting the contrast with the resigned tone in 'Yew Tree Guest House.'</p> <p>Clear Structure and Comparison: The response is well-structured, with a clear comparison between the two poems. It begins by setting up the contrast between the perspectives, then moves on to discuss specific examples of language and imagery, and finally synthesises the comparison in the conclusion.</p> <p>Detailed Evidence: The response uses detailed evidence from both poems to support its analysis. It cites specific lines and phrases from the poems and explains their significance in the context of the theme of ageing.</p> <p>Comprehensive Conclusion: The conclusion effectively summarises the comparison, highlighting how Hesketh's poem presents a resigned view of ageing while Feinstein's poem offers a celebratory perspective.</p>

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				<p>applicable to various forms of English literature and fosters deeper engagement with texts.</p> <p>The skills and insights gained from this lesson contribute to a more comprehensive study of literature. By understanding different poetic perspectives on common themes, students can better appreciate the diversity of literary expression and the complexity of literary themes in their broader curriculum.</p>	<p>This conclusion reinforces the depth of the analysis and provides a clear synthesis of the comparison.</p> <p>Summary The response achieves a high level of insight and analysis by providing a detailed and critical comparison of the poets' methods, the themes they explore, and the effects of their language. It demonstrates a thorough understanding of both texts and adheres to the criteria for a Level 4 (7-8 marks) response.</p>
<p>Lesson 9: <u>Analysing the poem 'The Washing Never Gets Done'</u></p>	<p>Students will know how to interpret and analyse the effect of similes in poetry, such as the one in the poem: "Life is like a ball which one must continually catch and hit so it won't fall." They will understand how this simile reflects the ongoing and unending nature of daily life.</p> <p>Students will know the difference between denotation and connotation in poetry. They will be able to look beyond the literal meaning of words to explore their implied or suggested meanings.</p> <p>Students will know how to identify and analyse the themes of daily life and connecting with the natural world in a poem. They will understand how poets use imagery and language to present these themes.</p>	<p><i>Redwing – Type of bird</i></p>	<p>Students should have a foundational understanding of basic poetic devices, including similes, metaphors, imagery, and symbolism. They should be able to identify and interpret these devices in a text.</p> <p>Students should understand the difference between denotation (the literal meaning of a word) and connotation (the implied or suggested meaning). They should be able to apply these concepts to analyse poetry.</p> <p>Students should be comfortable with</p>	<p>This lesson builds on students' abilities to analyse and interpret poetry, which is a fundamental part of the English Language and Literature curriculum. By focusing on similes, connotations, and shifts in tone, students develop their analytical skills, which are essential for understanding a variety of poetic and literary texts.</p> <p>Examining themes such as daily life and the connection to the natural world enhances students' understanding of how literature reflects and explores universal</p>	<p>KR: The simile "Life is like a ball which one must continually catch and hit so it won't fall" creates several effects:</p> <p>Conveys the Constant Demands of Life: The simile illustrates the relentless and unending nature of life's demands. Just as one must constantly keep a ball in motion to prevent it from falling, the simile suggests that life requires ongoing effort and attention to manage its various challenges and responsibilities.</p> <p>Highlights the Sense of Struggle and Effort: By comparing life to a ball that needs constant catching and hitting, the simile highlights the struggle and effort involved in navigating daily tasks and responsibilities. It implies that life is a series of ongoing tasks that must be actively managed to avoid falling into disarray.</p> <p>Illustrates the Feeling of being overwhelmed: The idea of continually catching and hitting a ball can evoke a sense of being overwhelmed or stretched thin. It reflects the frustration and exhaustion that can come from trying to keep up with life's demands, where even small failures can lead to a sense of falling or losing control.</p>

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	<p>Students will know how the tone of a poem can shift from describing the frustrations of daily life to an appreciation of nature. They will analyse how these shifts contribute to the overall meaning of the poem.</p> <p>Students will know how to annotate poetry effectively, focusing on key lines and phrases to uncover deeper meanings and the poet's intentions. They will practise annotating the poem 'The Washing Never Gets Done' using guided questions.</p> <p>Students will know how to discuss the effectiveness of poetic techniques in expressing complex emotions, such as the feeling of watching someone you love grow up. They will evaluate how imagery and language contribute to the emotional impact of the poem.</p> <p><u>Quotations</u> 'The washing never gets done. The furnace never gets heated' <u>Language:</u> The use of present tense in these lines underscores the perpetual nature of these tasks. The repetition of "never" emphasises their endless, unfulfilled state. <u>Connotations:</u> These phrases evoke a sense of domestic frustration and the monotony of everyday chores. They suggest that despite one's efforts, some tasks remain persistently incomplete and unmanageable, reflecting the broader theme of life's ongoing demands and the struggle to keep up with them.</p> <p>'Life is like a ball which one must continually catch and hit so it won't fall'</p>		<p>analysing poems, including examining how language, structure, and poetic techniques contribute to the overall meaning and theme of the poem.</p> <p>Students should have experience exploring and discussing themes in literature, such as daily life, nature, and personal experiences. They should be able to relate these themes to their analysis of a poem.</p> <p>Students should know how to annotate a poem effectively, marking important lines and making notes on their interpretations. They should be familiar with using structured questions to guide their annotations.</p> <p>Students should be able to recognise and describe shifts in tone and mood within a poem. They should understand how these shifts affect the reader's perception and the overall impact of the poem.</p>	<p>human experiences. This aligns with the curriculum's emphasis on interpreting and discussing thematic elements across different texts.</p> <p>The lesson underscores the importance of distinguishing between connotation and denotation in understanding how poets convey deeper meanings. This skill is crucial for literary analysis and helps students connect language with its broader implications, which is vital for GCSE and A-level studies.</p> <p>Annotating poetry and reflecting on the poet's use of imagery and language foster critical thinking skills. This practice supports students' ability to engage with complex texts, a key aspect of literary education throughout their studies.</p> <p>Analysing how poems express emotions, such as the experience of watching someone grow up, connects to broader literary studies</p>	<p>Reflects the Poem's Theme of Routine and Frustration: This simile ties into the poem's broader theme of the frustrations and monotony of daily life. It encapsulates the sense of routine and repetitive effort involved in managing everyday tasks, resonating with the poem's exploration of the mundane and unending nature of domestic chores.</p> <p>What does it mean to connect with the natural world? Engaging with the natural environment through activities such as walking in a park, hiking, gardening, or simply observing the natural world around us.</p> <p>Understanding and appreciating the cycles and rhythms of nature, such as the changing seasons, the life cycles of plants and animals, and natural phenomena.</p> <p>Experiencing feelings of peace, awe, or inspiration when immersed in natural settings.</p> <p>Developing a sense of responsibility towards preserving and protecting the natural environment. T</p> <p>Noticing and appreciating the beauty and intricacy of the natural world, such as the patterns in leaves, the sounds of birds, or the vastness of a landscape.</p> <p>Analysing image 1: In the image, the person is depicted standing in front of a pile of dirty washing that is overwhelming in size. The person's posture, with one hand resting on their head in a gesture of exasperation and the other clutching a washing basket, suggests a feeling of frustration and helplessness. The enormity of the laundry pile in relation to the person's size underscores the burden and seemingly insurmountable task of managing it.</p> <p>The image conveys a sense of being overwhelmed by domestic responsibilities, particularly the mundane but persistent chore of laundry. The person's body language and facial expression communicate a deep sense of resignation and the weight of the task at hand.</p>

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	<p><u>Language:</u> The metaphor of life as a ball that must be caught and hit suggests constant motion and effort. The action verbs "catch" and "hit" imply active engagement and the need for vigilance.</p> <p><u>Connotations:</u> This metaphor highlights the continual, dynamic nature of life and the effort required to manage its various challenges. It suggests that maintaining control and balance in life requires persistent attention and effort, reinforcing the idea of an unending struggle to manage responsibilities and prevent things from slipping away.</p> <p>'one can't keep everything in mind.'</p> <p><u>Language:</u> This statement is straightforward yet poignant. The use of "can't" denotes limitation and inevitability, acknowledging human fallibility.</p> <p><u>Connotations:</u> This line reflects the overwhelming nature of life's responsibilities and the reality that it is impossible to remember or manage every detail. It conveys a sense of being overwhelmed and the recognition of one's limitations in dealing with life's demands.</p> <p>'beside all this one can notice the spring which is so full of everything'</p> <p><u>Language:</u> The phrase "beside all this" introduces a contrast to the previous sense of overwhelming responsibility. The imagery of spring being "full of everything" suggests abundance and vitality.</p> <p><u>Connotations:</u> This line shifts the focus from domestic and personal struggles to</p>			<p>on how texts evoke and reflect emotional experiences. This understanding enriches students' appreciation of narrative and poetic techniques.</p> <p>This lesson prepares students for unseen poetry analysis, a common component of English exams. By practising with a new poem, students develop the skills necessary to tackle unfamiliar texts and perform well in assessments that require them to interpret and compare poetry.</p>	<p>The image might link to the title of the poem by highlighting themes of overwhelming responsibilities and the emotional toll they can take. If the poem's title hints at struggle, exhaustion, or the routine nature of life's demands, the image effectively visualises these themes by portraying the person's struggle with a seemingly endless chore.</p> <p>Analysing Image 2:</p> <p>The person appears to be assessing the damage, which suggests a sense of frustration or resignation towards the state of their garden. The broken fence panels may symbolize a larger issue of neglect or the ongoing struggle to maintain order and repair in their domestic environment.</p> <p>The image expresses a feeling of being burdened by the continual need to address and fix problems, much like the never-ending task of doing laundry. The broken fence panels serve as a visual metaphor for the persistent, often thankless tasks that accumulate over time, reflecting the poem's theme of perpetual, unresolved chores.</p> <p>Linking this to the poem's title, "The Washing Never Gets Done," the image underscores the idea of relentless domestic responsibilities that seem never to be completed. Just as the title implies that the laundry is an unending task, the broken fence panels represent another facet of ongoing, unresolved domestic issues, reinforcing the poem's theme of the unceasing nature of everyday chores and maintenance.</p> <p>Analysing image 3:</p> <p>The tranquil scene, with its gentle hues of the setting sun reflecting on the lake, conveys a sense of peace and introspection. The person's posture and the peaceful surroundings suggest a moment of quiet contemplation and relaxation.</p> <p>The image expresses a sense of calm and respite, offering a contrast to the potential stress or busyness of daily life. The serene lake and the warm colours of the sunset create a soothing atmosphere, allowing the person—and the viewer—to experience a moment of tranquillity.</p>

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	<p>the beauty and richness of nature. It suggests that despite life's challenges, there is still wonder and richness to be found in the natural world. The mention of spring, a season symbolising renewal and growth, contrasts with the earlier depiction of never-ending tasks.</p> <p>'into the evening clouds, into the redwing's song and into every drop of dew'</p> <p><u>Language:</u> The imagery here is vivid and sensory. The phrase "evening clouds" evokes a serene, expansive sky, while "redwing's song" introduces auditory beauty. "Every drop of dew" brings in a delicate, detailed observation.</p> <p><u>Connotations:</u> These images evoke a sense of tranquillity and beauty that exists beyond the realm of daily struggles. They suggest a profound appreciation for the natural world's small, often overlooked details. This shift in focus illustrates a sense of wonder and presence, emphasising that amidst life's trials, there are moments of beauty and inspiration that can offer solace and joy.</p>				<p>Linking this to the title of the poem, "The Washing Never Gets Done," the image might suggest a temporary escape from the endless responsibilities and tasks described in the poem. While the title implies an ongoing struggle with domestic chores, the peaceful scene offers a momentary reprieve, highlighting the importance of finding calm and reflection amidst life's relentless demands.</p> <p><u>Use the quotations/analysis in the 'Intended Knowledge' column to draw out students' ideas about the poem. In addition to this, the students may provide the following answers to the questions:</u></p> <p>Effect of the simile 'Life is like a ball which one must continually catch and hit so it won't fall':</p> <p>Effect: This simile vividly illustrates the constant effort required to manage and maintain one's life. It conveys a sense of relentless motion and responsibility, suggesting that one must continuously engage with and address various aspects of life to prevent them from falling into disarray. The image of catching and hitting a ball implies a dynamic, ongoing struggle to keep things in balance, highlighting the exhausting and precarious nature of daily tasks and responsibilities.</p> <p>Meaning of the phrase 'to drop the ball':</p> <p>Meaning: The phrase "to drop the ball" is an idiom that means to make a mistake or fail to manage something properly. It originates from sports where dropping the ball signifies a failure to handle a critical element of the game. In the context of the poem, it implies the difficulty of maintaining everything perfectly and the inevitability of failing or neglecting certain tasks.</p> <p>Speaker's feelings when they say, 'One can't keep everything in mind':</p> <p>Feeling: When the speaker says, "One can't keep everything in mind," they are expressing a sense of resignation and frustration. This statement acknowledges the overwhelming nature of life's responsibilities and the impossibility of managing every detail. The speaker feels burdened and acknowledges human limitations, reflecting a sense of weariness and acceptance of the inevitable gaps in attention and care.</p>

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					<p>Shift in Tone: When the speaker shifts focus to nature, the tone of the poem becomes more reflective and serene. The detailed imagery of the natural world introduces a contrast to the earlier sense of struggle and frustration. This shift brings a sense of calm and appreciation, highlighting the beauty and abundance in nature that provides relief from the stresses of daily life. The tone becomes more contemplative and uplifting, suggesting solace and renewal found in the natural world.</p> <p>Connotations of the words 'full' and 'everything' when referring to nature: Connotations: The word "full" connotes abundance and richness, suggesting that nature is brimming with vitality and detail. "Everything" implies a comprehensive and all-encompassing presence, highlighting the vastness and completeness of the natural world. Together, these words evoke a sense of overwhelming beauty and life, contrasting with the earlier depiction of life's incomplete and challenging aspects. They suggest that nature is a source of endless wonder and nourishment, offering a sense of fulfilment and perspective beyond daily struggles.</p> <p>Use of images of clouds, birdsong, and dew drops: The writer uses these images to evoke a sense of peace and beauty in the natural world. Clouds, birdsong, and dew drops represent elements of nature that are serene, delicate, and full of life. These images serve to highlight the contrast between the mundane struggles of everyday life and the profound, calming beauty found in nature. By focusing on these natural elements, the poet emphasises that despite the relentless demands and imperfections of life, there are moments of tranquility and inspiration that offer respite and appreciation. These images enrich the poem by providing a vivid, sensory experience that shifts the reader's focus from life's burdens to its natural wonders.</p>
Lesson 10 – Writing about The Washing Never Gets Done	<p>Students will know how to identify and categorise words into different word classes: Example: In the line "the spring which is so full of everything":</p> <p>"spring" - Noun (subject of the sentence) "so" - Adverb (modifies the adjective "full")</p>		Students should be familiar with key poetic terms and concepts, such as metaphor, simile, imagery, and tone, to analyse and discuss the poem effectively.	This lesson builds on skills critical to English Language and Literature, such as comparing and contrasting texts. Students learn to analyse how different	<p>KR: Word Classes</p> <p>"spring" - Noun "so" - Adverb "full" - Adjective "everything" – Indefinite Pronoun</p>

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	<p>"full" - Adjective (describes the noun "spring") "everything" – Indefinite Pronoun</p> <p>Students will know how to structure a literary response using a structure strip: They will learn to organise their responses clearly, including how to write a coherent introduction, develop body paragraphs with evidence and analysis, and provide a concise conclusion.</p> <p>Students will know how to integrate quotations effectively in their analysis. They will understand how to select and incorporate relevant quotations from the poem to support their analytical points, ensuring that quotes are well-explained and relevant to the question.</p> <p>Students will know how to use suggested sentence starters to build their analysis. They will be familiar with using specific sentence starters to help structure their responses and ensure their analysis is clear and well-articulated.</p> <p>Students will know how to complete a comprehensive analytical response to the poetry question. They will be able to produce a full and effective analytical response to the question on how the poet presents ideas about daily life and connecting with the natural world In 'The Washing Never Gets Done', applying their knowledge of word classes, poetic techniques, and structured writing.</p>		<p>Students should understand the different word classes (adjectives, verbs, nouns, adverbs) and be able to identify and categorise words in a given text.</p> <p>Students should know how to structure an analytical essay or response, including writing introductions, body paragraphs, and conclusions, and how to incorporate evidence and analysis.</p> <p>Students should be able to select relevant quotations from a text and integrate them into their analysis, providing explanations of how the quotes support their points.</p> <p>Students should be able to analyse how poets use language and poetic techniques to convey themes and emotions. This includes understanding how different elements of a poem contribute to its overall meaning.</p> <p>Students should have read and engaged with the poem, having an understanding of its</p>	<p>poets approach similar themes, which enhances their ability to critically engage with a range of literary works.</p> <p>By examining poetic language, structure, and themes, students deepen their understanding of literary analysis. This lesson reinforces their ability to interpret and evaluate texts, a key component of the English curriculum.</p> <p>The lesson focuses on universal themes, which are common in literature. Understanding how different texts handle these themes helps students see the broader context of literary exploration and thematic development across different genres and periods.</p> <p>Students are encouraged to think critically about how poets use language and structure to convey their messages. This critical approach is applicable to various forms of English literature</p>	<p><u>Students should write a response to the question, 'how does the poet present ideas about daily life and connecting with the natural world?'</u></p> <p>Spend 45 minutes on this and use the structure strip and annotation of the poem to help.</p>

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			themes, imagery, and overall message.	and fosters deeper engagement with texts. The skills and insights gained from this lesson contribute to a more comprehensive study of literature. By understanding different poetic perspectives on common themes, students can better appreciate the diversity of literary expression and the complexity of literary themes in their broader curriculum.	
Lesson 11: <u>Comparing 'The Washing Never Gets Done' and 'A Day in Autumn'</u>	<p>Students will know the difference between denotation and connotation, understanding that denotation refers to the literal meaning of a word, while connotation involves the implied or suggested meanings and associations.</p> <p>Students will know the symbolic use of the seasons in poetry, recognising how they represent the cyclical nature of life and convey a range of themes and emotions, reflecting both the passage of time and different stages of human experience.</p> <p>Students will know how to analyse the tone and mood of a poem, such as how the word 'windless' in 'A Day in Autumn' can convey a sense of calm and tranquillity, and how the absence of wind might suggest an impending change or the transition to a different season.</p> <p>Students will know the methods poets use to connect daily life with the natural</p>		<p>Students should be familiar with basic literary terms and concepts such as denotation, connotation, tone, and mood, as well as how these elements contribute to the overall meaning of a poem.</p> <p>Students should have an understanding of common poetic devices, including similes, metaphors, imagery, and symbolism, and how these devices are used to enhance the meaning and emotional impact of a poem.</p> <p>Students should be able to identify and analyse themes in poetry, particularly how different</p>	<p>The lesson reinforces skills in analysing and interpreting poetry, which is a fundamental component of the English Literature curriculum. Students learn to examine language, form, and structure, and how these elements convey themes and emotions.</p> <p>By comparing 'The Washing Never Gets Done' and 'A Day in Autumn', students develop their ability to compare and contrast texts. This skill is essential for understanding how different authors approach similar themes and is frequently assessed in both English</p>	<p>KR: Connotations of the season:</p> <p>Spring is often associated with renewal, rebirth, and growth. It symbolises new beginnings, hope, and the blossoming of life. This season is linked to youth, freshness, and vitality, as nature awakens and flowers bloom.</p> <p>Summer typically connotes warmth, energy, and abundance. It is a time of fullness, peak vitality, and often represents joy, freedom, and relaxation. Summer is linked to maturity, prosperity, and the height of life's potential.</p> <p>Autumn is frequently associated with change, maturity, and reflection. It symbolises the harvest, fruition, and the later stages of life. This season evokes feelings of nostalgia, preparation for the coming winter, and the beauty of ageing as leaves turn golden and fall.</p> <p>Winter connotes stillness, dormancy, and often hardship. It represents the end of the life cycle, rest, and sometimes death. Winter is linked to introspection, resilience, and the stark beauty of a landscape stripped of its foliage, awaiting the renewal of spring.</p> <p>KR: Students to annotate the poem 'A Day in Autumn' and consider the following questions:</p> <p>What tone does the word 'windless' convey? Why will it not always be like 'this'? What is coming?</p>

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	<p>world, identifying similarities and differences in how 'The Washing Never Gets Done' and 'A Day in Autumn' present these themes through imagery, tone, and language.</p> <p>Students will know how to interpret and compare the key elements of both poems, including the speaker, the main message, the mood or atmosphere, and the use of literary techniques such as similes, metaphors, and onomatopoeia.</p> <p>Students will know how to annotate a poem effectively by considering questions about the tone, imagery, and meaning, and how to complete a comparative table that outlines the presentation of ideas about daily life and nature in different poems.</p> <p>Quotations</p>		<p>themes are explored through the depiction of nature and daily life.</p> <p>Students should have prior experience in comparing and contrasting poems, including how to analyse similarities and differences in content, tone, and language between different texts.</p> <p>Students should be familiar with the concept of seasonal symbolism in literature, understanding how different seasons can represent various stages or aspects of life and human experience.</p> <p>Students should have developed skills in close reading and annotation of texts, enabling them to extract and interpret meaning from specific words, phrases, and literary techniques used by poets.</p>	<p>Literature and Language exams.</p> <p>The lesson's focus on themes of daily life and nature connects to broader thematic studies in literature. Students explore how universal themes are presented in different texts and contexts, enhancing their comprehension and critical thinking skills.</p> <p>The lesson emphasises the identification and analysis of literary devices such as similes, metaphors, and imagery. Understanding and using these devices are crucial for both the analysis and creation of texts, integral to the English Language curriculum.</p> <p>By annotating poems and considering the implications of specific words and phrases, students practise critical thinking and interpretation. These skills are vital for analysing literature and are transferable to other areas of the curriculum.</p>	<p>Tone: The word 'windless' conveys a tone of calm and stillness. It suggests an undisturbed, serene environment where everything is at peace.</p> <p>Future Change: It will not always be like 'this' because the current tranquility is temporary. The changing seasons bring inevitable shifts in the weather and environment.</p> <p>What is Coming: The coming change is the arrival of winter, which brings harsher, colder weather, and a sense of dormancy and stillness in nature.</p> <p>How is a sense of peace and tranquility created in the first stanza? Creation of Peace and Tranquility: The sense of peace and tranquility in the first stanza is created through the description of a calm, undisturbed day. The use of words like 'windless' and the depiction of a still, serene landscape contribute to this feeling. The imagery of a quiet, restful scene without movement or disturbance evokes a deep sense of calm.</p> <p>What is the bird doing in the poem, and what does this convey about the mood or pace of things in autumn? Bird's Action: The bird in the poem is likely depicted as being still or moving slowly, in harmony with the peaceful surroundings.</p> <p>Mood/Pace of Autumn: This conveys a mood of quiet reflection and a slower pace of life in autumn. It suggests a time of winding down, preparation for the upcoming winter, and a natural rhythm that contrasts with the busyness of other seasons.</p> <p>Why does the speaker invite the mind to take a photograph? What does this mean? Invitation to Take a Photograph: The speaker invites the mind to take a photograph to capture and preserve the moment of tranquility and beauty.</p> <p>Meaning: This means that the speaker recognises the fleeting nature of this peaceful scene and wants to hold onto it mentally. It signifies an attempt to retain the memory of this perfect, serene day amidst the inevitable changes that will follow.</p> <p>Why will the mind need a photograph of this scene? What is coming? Need for a Mental Photograph: The mind will need a photograph of this scene because such moments of peace and beauty are</p>

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				<p>The exploration of seasonal symbolism in this lesson ties into broader literary studies, where students encounter and interpret symbolism in various texts. Understanding symbols enhances students' ability to decode deeper meanings in literature.</p> <p>Completing comparative tables and annotations improves students' ability to organise their thoughts and present coherent arguments.</p>	<p>temporary and rare. Preserving this memory can provide comfort and solace in more challenging times.</p> <p>What is Coming: What is coming is the change of seasons, particularly the onset of winter, which will bring a different, harsher environment. The mental photograph serves as a reminder of the beauty and tranquility of autumn during the colder, less hospitable winter months.</p> <p><u>Students to compare the poems using the table to record ideas – students may find the following comparative points:</u></p> <p>Similarities</p> <p>Topic:</p> <p>Both poems explore the themes of daily life and the connection with the natural world. They reflect on the continuous and cyclical nature of life.</p> <p>Speaker:</p> <p>In both poems, the speakers are contemplative individuals who observe and reflect on their surroundings and the passage of time.</p> <p>Message:</p> <p>Both poems convey a message about the inevitable passage of time and the transient nature of life's moments. They highlight the contrast between the mundane aspects of daily life and the beauty of the natural world.</p> <p>Mood and Atmosphere:</p> <p>Both poems create a mood that combines elements of reflection and acceptance. There is a sense of calm and contemplation as the speakers reflect on life's cyclical nature.</p> <p>Language and Poetic Techniques:</p> <p>Both poems use vivid imagery to depict their themes. They employ metaphors and similes to convey the continuous effort required to maintain life and the natural world's beauty.</p> <p>Differences</p> <p>Topic:</p> <p>'The Washing Never Gets Done' focuses on the endless nature of daily chores and responsibilities, whereas 'A Day in Autumn' centres on a specific tranquil moment in nature during autumn.</p> <p>Speaker:</p> <p>The speaker in 'The Washing Never Gets Done' appears to be someone overwhelmed by the relentless demands of daily life, while the speaker in 'A Day in Autumn' is more at peace, observing the calmness of the natural world.</p> <p>Message:</p>

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					<p>'The Washing Never Gets Done' conveys the idea that life's tasks are never fully completed, and there is always something more to be done. In contrast, 'A Day in Autumn' suggests a moment of pause and appreciation for the present beauty before the inevitable change of seasons.</p> <p>Mood and Atmosphere: The mood in 'The Washing Never Gets Done' is one of exasperation and weariness, reflecting the constant struggle to keep up with life's demands. 'A Day in Autumn' has a serene and peaceful atmosphere, capturing a moment of stillness and tranquility in nature.</p> <p>Language and Poetic Techniques: 'The Washing Never Gets Done' uses metaphors like "Life is like a ball which one must continually catch and hit so it won't fall" to depict the never-ending cycle of chores. It uses a more direct and somewhat resigned tone.</p> <p>'A Day in Autumn' employs detailed natural imagery and sensory descriptions to create a vivid picture of the autumn scene. It uses a more reflective and appreciative tone, inviting the reader to cherish the moment.</p>
Lesson 12 – Writing about 'The Washing Never Gets Done' and 'A Day in Autumn'	<p>Students will know how to identify and analyse the similarities between 'The Washing Never Gets Done' and 'A Day in Autumn,' focusing on the themes of daily life and connection with nature.</p> <p>Students will know how to identify and analyse the differences between the two poems, particularly in terms of the poets' perspectives on routine and moments of reflection.</p> <p>Students will know how to use textual evidence to support their analysis, citing</p>		<p>Students should be able to read and comprehend poetry, understanding the basic meaning and themes presented by the poets.</p> <p>Students should be familiar with basic poetic devices and techniques, such as repetition, juxtaposition, and personification.</p>	<p>Students develop their ability to analyse and interpret texts, which is a fundamental skill in both English Language and Literature. This lesson specifically enhances their analytical skills by comparing themes, techniques, and the effects of different poetic devices.</p>	<p><u>KR: Similarities and difference between the poems – students might draw upon some of the ideas explored in lesson 11 (within their tables). Ideas listed above.</u></p> <p><u>Students should write up their own comparison of The Washing Never Gets Done and A Day in Autumn, using the writing frame provided.</u></p> <p><u>15 minutes to complete.</u></p>

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	<p>specific lines and phrases from each poem to illustrate their points. Students will know how to structure a comparative response, using sentence starters and transitional phrases to clearly present their analysis of the poems. Students will know how to evaluate the poets' methods, discussing how techniques such as repetition, juxtaposition, and personification contribute to the overall meaning and impact of the poems. Students will know how to apply the GCSE mark scheme to their own and others' responses, identifying critical, insightful, and analytical comparisons that achieve higher marks.</p>		<p>Students should have experience in identifying and interpreting literary devices in various texts. Students should be able to extract and cite textual evidence to support their analysis and interpretations. Students should have practiced writing comparative responses, including the use of comparative language and transitional phrases. Students should be able to follow a structured format for essay writing, ensuring their responses are coherent and logically organised.</p>	<p>The lesson encourages critical thinking, asking students to evaluate and compare the methods used by different poets. This skill is crucial across the curriculum, fostering deeper understanding and the ability to form nuanced arguments.</p> <p>This lesson builds foundational skills in comparative analysis, which students will use when studying multiple texts, themes, and authors.</p> <p>This lesson reinforces the practice of citing and explaining evidence, which is a key component of essay writing and literary critique.</p> <p>Exploring themes such as the tension between daily life and the natural world helps students engage with broader literary themes. This understanding is transferable to the study of novels, plays, and other forms of poetry, enhancing their overall literary knowledge.</p>	<p>When annotating the modelled response, identifying its successes, share/draw out the following ideas:</p> <p>Successes of the Response</p> <p>The modelled response is a successful one, as it meets the criteria for a Level 4 response (7-8 marks) according to the GCSE mark scheme. Here's an explanation of why this is the case:</p> <p>Critical, Insightful Comparison of Poems The response critically and insightfully compares the poems by discussing the thematic tension between daily life and the natural world in both poems. It does more than merely describe the poems; it delves into the meanings and implications of the poets' choices.</p> <p>Analytical Comparison of the Effects of Writers' Methods The response analyses the effects of the writers' methods. For instance: Repetition in "The Washing Never Gets Done": The analysis explains how the use of repetition ("The washing never gets done. / The furnace never gets heated.") emphasises the endless cycle of domestic tasks, demonstrating the speaker's sense of monotony. Juxtaposition in "The Washing Never Gets Done": The shift from the monotonous chores to the appreciation of nature ("the spring which is so full of everything") is highlighted, showing how the poem balances the mundane with moments of beauty. Personification in "A Day in Autumn": The response notes the personification of leaves and their decorative role ("leaves adding their decoration / to the trees' shoulders"), which captures the transient beauty of an autumn day and emphasises the fleeting nature of such moments. Identification and Explanation of Similarities and Differences Similarities: The response identifies and explains the similarity in themes between the two poems. Both poems explore the contrast between daily routines and the beauty of nature, showing how nature provides a respite from everyday tasks. Differences: The response effectively contrasts the poems. "The Washing Never Gets Done" focuses on the ongoing struggle with daily chores against a backdrop of ever-present nature, while "A Day in Autumn" captures a single moment of serene reflection before the onset of winter. Use of Textual Evidence</p>

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				<p>The structured approach to essay writing in this lesson supports the development of coherent and cohesive writing skills. This is crucial for producing high-quality essays and responses in exams and coursework across the English curriculum.</p> <p>This lesson aligns with the GCSE exam requirements, where students must demonstrate their ability to compare texts and discuss the effects of writers' methods. By practising these skills, students are better prepared for their exams.</p> <p>Engaging with poetry from different authors and time periods broadens students' cultural and historical awareness. This enhances their appreciation of literature as a reflection of societal values and human experiences.</p>	<p>The response uses specific lines from the poems to support its points, such as: "The washing never gets done. / The furnace never gets heated." "the spring which is so full of everything." "leaves adding their decoration / to the trees' shoulders." "pause a minute" and let the mind take a "photograph." Coherent and Structured Response The response is well-structured, with a clear introduction, body paragraphs that discuss each poem in turn, and a conclusion that summarises the main points. The use of comparative language and transitional phrases helps to link the ideas together logically.</p> <p>Overall, this modelled response achieves a Level 4 rating because it provides a critical and insightful comparison of the poems, effectively analyses the writers' methods, and uses textual evidence to support a coherent and structured argument.</p>

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Lesson 13: <u>Exploring the poem 'Woman Work'</u>	<p>Students will know how to identify and analyse the use of dialect in the poem 'Woman Work', understanding how it reflects the speaker's regional and social background.</p> <p>Students will know how to recognise and discuss sociolinguistic variation, appreciating how language use in the poem varies according to social factors such as ethnicity, social class, and historical context.</p> <p>Students will know how to explore and interpret the poem's depiction of stereotypical ideas about women's work, considering the historical and cultural context of these roles.</p> <p>Students will know how to annotate the poem to highlight the shift in tone when the speaker speaks to nature, understanding the contrast between the speaker's daily life and her requests for relief and peace.</p> <p>Students will know how to analyse specific language choices, such as the use of adverbs and descriptive phrases, and discuss their impact on conveying the speaker's emotions and experiences.</p> <p>Students will know how to evaluate the overall effectiveness of the poem in expressing the speaker's feelings about her life, particularly through the final lines which reveal what the speaker considers her own and what this indicates about her existence.</p> <p>Quotations: 'I've got the children to tend / The clothes to mend / The floor to mop / The food to shop' Language Analysis: The language used here is straightforward and lists everyday tasks in a rhythmic, almost monotonous</p>		<p>Students should have a basic understanding of poetic devices such as tone, imagery, repetition, and personification.</p> <p>Students should be familiar with the concept of dialect and how it can be used in literature to reflect a speaker's background.</p> <p>Students should have a general awareness of historical and cultural contexts related to gender roles and stereotypes.</p> <p>Students should be able to annotate a poem, identifying key lines and phrases that contribute to the poem's overall meaning.</p> <p>Students should be capable of discussing the themes and messages of a poem, using textual evidence to support their interpretations.</p> <p>Students should have experience in comparing and contrasting different sections of a poem, noting shifts in tone and language.</p>	<p>Understanding Dialect and Sociolinguistic Variation: This lesson enhances students' understanding of dialect and sociolinguistic variation, key components in the study of language diversity and the influence of social factors on language use. This links to broader curriculum goals of appreciating linguistic diversity and its effects on communication and literature.</p> <p>Exploration of Themes: By examining themes such as gender roles, daily life, and the natural world, this lesson ties into the curriculum's emphasis on thematic analysis in literature. It encourages students to explore and discuss societal issues and personal experiences, fostering critical thinking and empathy.</p> <p>Poetic Devices and Techniques: The lesson reinforces knowledge of poetic devices such as imagery, tone, repetition, and personification. This aligns with the</p>	<p>KR: Who might the speaker be? The speaker in "Woman Work" is likely a woman who performs a range of domestic and caregiving tasks. She seems to embody the traditional role of women, taking on responsibilities typically associated with homemaking and child-rearing. The speaker's voice reflects the burden and the routine nature of these tasks, while also expressing a deep sense of exhaustion and a desire for relief.</p> <p>Where/when might they be from? The speaker may come from a rural or lower-income background, where such tasks are more pronounced and central to daily life. The reference to practical tasks like "the chicken to fry" and "the cotton to pick" suggests a setting where traditional and manual labour is integral to the lifestyle. This context could be representative of earlier 20th-century America, particularly in the Southern states where domestic roles were traditionally more defined and where the impact of socio-economic conditions was significant. However, the specific details are left intentionally broad, allowing the poem to resonate with a variety of contexts where women's work has been undervalued.</p> <p>What is 'women's work'? 'Women's work' typically refers to tasks and responsibilities traditionally assigned to women, particularly in a domestic setting.</p> <p>Use the quotations/analysis in the 'Intended Knowledge' column to draw out students' ideas about the poem. In addition to this, the students may provide the following answers to the questions: How does the tone of the poem shift when the speaker speaks to nature? Why does it change? Tone Shift: The tone of the poem shifts from one of weary resignation and detailed description of domestic and physical labour to one of yearning and vulnerability when the speaker addresses nature. The language becomes more soothing and contemplative, reflecting a desire for relief and peace. Reason for Change: This shift occurs because the speaker is expressing a deep need for rest and escape from the relentless demands of daily life. By turning to nature, the speaker seeks solace and a reprieve from their burdensome tasks. The change in</p>

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	<p>manner. The verbs "tend," "mend," "mop," and "shop" are all action words that convey routine and responsibility. The repetition of "I've got" underscores the weight and accumulation of these duties.</p> <p>Connotations: The connotations of this list highlight the unrelenting nature of domestic work. It portrays a life of continuous, repetitive tasks, suggesting that the speaker's role is defined by these duties. The use of simple, functional verbs reflects the mundane and often unrecognised nature of women's work, reinforcing a sense of ongoing obligation and burden.</p> <p>'The cane to be cut / I gotta clean up this hut / Then see about the sick / And the cotton to pick.'</p> <p>Language Analysis: This excerpt continues the list format, incorporating tasks related to both household maintenance and agricultural work. The phrase "I gotta" introduces a more informal, colloquial tone, which may suggest weariness or resignation. The tasks are presented with a sense of urgency and necessity.</p> <p>Connotations: The connotations here extend the idea of women's work to include physical labour and caregiving. The reference to cutting cane and picking cotton implies agricultural or rural work, often associated with lower socio-economic status. "See about the sick" adds a layer of emotional labour, indicating that the speaker also plays a role in community care. This passage further emphasises the speaker's extensive responsibilities and the demanding nature of their work.</p>			<p>curriculum's focus on developing students' analytical skills and their ability to identify and interpret literary techniques.</p> <p>Contextual Understanding: Understanding the historical and cultural context of 'Woman Work' helps students connect literature to its wider social and historical framework. This supports curriculum objectives that aim to develop students' ability to place texts within their broader cultural, social, and historical contexts.</p> <p>Textual Analysis and Annotation: The lesson's emphasis on close reading and annotation of the poem enhances students' skills in textual analysis. This is a fundamental part of the curriculum, which seeks to equip students with the ability to critically engage with texts and support their interpretations with evidence.</p> <p>Comparative Skills: By comparing different</p>	<p>tone highlights the contrast between the harsh reality of their responsibilities and the gentle, comforting imagery of nature. What is the speaker requesting of nature?</p> <p>Requests: The speaker is asking nature to provide relief and comfort. They request that: Dewdrops fall softly and cool their brow to offer a soothing touch. Storm blow them away with its fiercest wind to help them escape their troubles. Snowflakes cover them with a gentle, cold embrace to allow them rest.</p> <p>Purpose: These requests indicate the speaker's need for physical and emotional respite. They are seeking nature's assistance in alleviating their fatigue and granting them a moment of peace. What is the impact of the adverb 'softly' and the phrase 'cool my brow'? How might these words contrast with the type of life the speaker lives?</p> <p>Impact: The adverb "softly" and the phrase "cool my brow" create a calming, gentle image that contrasts sharply with the speaker's harsh, demanding daily life. "Softly" suggests a delicate and soothing touch, while "cool my brow" implies a refreshing and relieving sensation.</p> <p>Contrast: These words contrast with the speaker's life of hard, physical labour and continuous chores. The speaker's life is marked by relentless, strenuous tasks, and the request for something as tender and gentle as cooling dewdrops highlights the exhaustion and longing for a reprieve from their tough existence.</p> <p>What is revealed about the way the speaker feels about her life when she asks the storm to 'blow (her) from here'? What does the adjective and superlative 'fiercest' in the quotation reveal?</p> <p>Feelings About Life: When the speaker asks the storm to "blow me from here," it reveals a profound sense of frustration, desperation, and a desire to escape their current situation. The speaker feels overwhelmed by their responsibilities and seeks a drastic change to find relief.</p> <p>Adjective and Superlative: The adjective "fiercest" intensifies the storm's power, reflecting the speaker's readiness to face extreme conditions in their quest for escape. It underscores the depth of</p>

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	<p>'Fall softly, dewdrops / And cool my brow again.' Language Analysis: The language shifts to a more gentle and soothing tone. The adverb "softly" and the imperative "fall" create a sense of delicate, calming imagery. The request to "cool my brow again" suggests a desire for relief and comfort. Connotations: This quotation contrasts sharply with the earlier descriptions of hard work. It conveys a longing for rest and tranquility, highlighting the exhaustion and need for respite. The imagery of dewdrops and cooling is associated with natural relief, suggesting that the speaker finds solace in nature. The shift in tone underscores the speaker's fatigue and the need for a break from their relentless duties.</p> <p>'Storm, blow me from here / With your fiercest wind' Language Analysis: The language here is more intense and dramatic. The storm is personified as having the power to "blow me from here," and the use of "fiercest wind" intensifies the request for escape. The commanding tone reflects a sense of desperation. Connotations: This passage conveys a powerful desire to escape the burdens of daily life. The storm, a force of nature, represents a drastic solution to the speaker's exhaustion and frustration. The term "fiercest" suggests that the speaker is willing to face extreme conditions for relief, highlighting the depth of their desire to be freed from their responsibilities.</p> <p>'You're all that I can call my own.' Language Analysis: This line employs personal and possessive language. The use of "all that I can call my own"</p>			<p>sections of the poem and analysing shifts in tone and language, students develop their comparative analytical skills. This is an important aspect of the curriculum, particularly in preparing for exams that require comparative essays and analyses.</p> <p>Expressive Writing: The lesson encourages students to express their interpretations and analyses clearly and coherently, improving their writing skills. This links to broader curriculum goals of effective communication and the ability to construct well-supported arguments in both written and oral forms.</p>	<p>their exhaustion and the severity of their desire for liberation from their burdensome life. What is it that the speaker can call her own? Why is this?</p> <p>What Can Be Called Her Own: The speaker can call nature—"Sun, rain, curving sky / Mountain, oceans, leaf and stone"—her own. Reason: This is because, despite the burdens and limitations imposed by her daily life, nature remains a source of personal solace and connection. The natural world is described as the only entity with which she feels a sense of ownership or personal connection, highlighting its significance as a source of comfort and identity amidst her otherwise demanding existence. What does the final line reveal about the speaker's life?</p> <p>Final Line: "You're all that I can call my own." Revelation: This line reveals the speaker's sense of isolation and limited personal fulfilment. It suggests that, in contrast to the unrelenting demands of her daily responsibilities, nature is the sole constant in her life that she feels connected to and can claim as her own. It underscores the speaker's loneliness and the minimal possessions or sources of joy they have, emphasising the profound significance of nature in providing a sense of personal worth and solace.</p>

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	suggests a sense of ownership and personal connection. Connotations: The connotations of this line reveal the speaker's sense of isolation and limited possessions. By stating that nature ("Sun, rain, curving sky / Mountain, oceans, leaf and stone") is the only thing they can claim, the speaker highlights their lack of personal control or fulfilment in other areas of life. It underscores the idea that, despite the hardships and burdens, the natural world remains a constant and personal source of solace and identity.				
Lesson 14: <u>Writing about Woman Work</u>	<p>Students will know how to identify and categorise words from a line of poetry according to their word classes (e.g., pronoun, verb, noun, adverb).</p> <p>Students will know how to compare and evaluate different introductory statements for their effectiveness in summarising a poem and providing context.</p> <p>Students will know how to construct a well-organised written response to a literary analysis question, using a structure strip and sentence starters as guidance.</p> <p>Students will know how to analyse and interpret the poet's presentation of gender roles and the experience of being a woman in the poem 'Woman Work'.</p> <p>Students will know how to use specific quotations from the poem to support their analysis and arguments in their written responses.</p>		<p>Students should have a basic understanding of different word classes, such as pronouns, verbs, nouns, and adverbs, and be able to identify them within a sentence.</p> <p>Students should be familiar with how to evaluate and compare different types of introductory statements for effectiveness in summarising content.</p> <p>Students should have experience in writing analytical responses to poetry, including the ability to structure their arguments and use quotations effectively.</p> <p>Students should know how to analyse a poem's themes and literary techniques, particularly how these relate to</p>	<p>Development of Analytical Skills: This lesson supports the curriculum's focus on developing students' abilities to analyse and interpret literary texts. By exploring how the poet presents ideas about gender roles and using specific quotations, students strengthen their analytical skills, a core aspect of both English Language and Literature studies.</p> <p>Understanding Literary Devices: The lesson enhances students' understanding of literary devices and techniques, such as word class identification and the impact of specific language choices. This links to the curriculum's emphasis on recognising and</p>	<p>KR: word classes: <u>Pronoun – me</u> <u>Verb – blow</u> <u>Adverb – here</u> <u>Noun - storm</u></p> <p><u>Students should answer the question: How does the poet present ideas about what it is to be a woman? (30 mins)</u></p>

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	Students will know how to integrate knowledge from previous lessons to enhance their understanding and analysis of the poem, demonstrating continuity in their literary analysis skills.		<p>gender roles and the portrayal of women.</p> <p>Students should have practice in annotating texts and identifying key quotations that support their analysis.</p> <p>Students should be able to use structure strips and sentence starters to guide their writing and ensure coherence in their responses.</p>	<p>analysing how writers use language to convey meaning and create effects.</p> <p>Writing Skills: By practising writing responses to analytical questions and evaluating different introductions, students improve their ability to construct coherent, well-structured arguments. This ties into the curriculum's focus on developing effective writing skills, including organisation, clarity, and support for ideas.</p> <p>Comparative Analysis: The lesson's component of comparing different introductory statements helps students hone their comparative analysis skills. This aligns with the curriculum's objective to prepare students for comparing texts and evaluating different approaches to summarising and analysing literary content.</p> <p>Quotations and Evidence: Emphasising the use of specific quotations to support analysis links directly to</p>	

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				<p>the curriculum's focus on textual evidence. Students learn to select and integrate quotations effectively, which is essential for substantiating their interpretations and arguments in literary analysis.</p> <p>Contextual Understanding: Exploring the presentation of gender roles in the poem helps students connect literary themes to broader societal and historical contexts. This aligns with the curriculum's aim to deepen students' understanding of how literature reflects and engages with social issues and historical contexts.</p>	
<u>Lesson 15:</u> <u>Comparing 'Woman Work' and 'Overheard in County Sligo'</u>					Knowledge Retrieval:

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<u>Lesson 16:</u>			–	–	<u>KR:</u>
<u>Lesson 17:</u>			–	–	<u>KR:</u>