



The Sutton Academy

Knowledge Rich Curriculum Plan

English – GCSE English Literature – AQA Power and Conflict

Year 10

| Anthology Poetry | Intended Knowledge: Students will know that... | Tiered Vocabulary | Prior Knowledge: In order to know this students, need to already know that... | Wider curriculum links | Assessment | | | | | | | | | | |
|-----------------------------|--|--|--|--|---|-----------|------------|--------|--|------------|----------------------------|---------|---------------------------------------|---------|--|
| Lesson/Learning Sequence | | | | | | | | | | | | | | | |
| Lesson 1: Ozymandias | <ul style="list-style-type: none"> They will be examined on 15 poems that are linked under the theme of Power and Conflict. You will be given one poem and be asked to choose another from the collection to compare it to. <p><u>Context</u></p> <ul style="list-style-type: none"> Shelley was a rebel who embraced anarchy, and was expelled from Oxford University for publishing pamphlets about atheism. In the late 18th and early 19th century, Britain was a highly religious society, so Shelley's talk of atheism was considered dangerous and subversive. Shelley wrote the poem in 1819 when a large statue of the Egyptian Pharaoh Rameses II was unearthed. Egyptian Pharaohs believed that they were Gods in human form and their legacy would last forever. The statue in <i>Ozymandias</i> is an allegory (a story, play, etc. in which each character or event is a symbol representing an idea or a quality, such as truth, evil, death) for the eventual end of power that everyone must suffer, especially those who are proud. Through <i>Ozymandias</i>, Shelley is questioning the institutions of power in Britain at the time, particularly the idea of God and royalty, encouraging the | <p>Irony: a situation that is very different from what you expect; the expression of one's meaning by using language that normally signifies the opposite.</p> <p>Persona: the speaker within the poem, who may be different to the poet themselves.</p> <p>Transient: something that lasts for only a short time and is not permanent.</p> <p>Eternal: lasting or existing forever; without end</p> <p>Supreme: meaning the greatest or highest in ranking</p> <p>Hubris: excessive pride or self confidence</p> <p><u>Glossary:</u></p> <p>Visage: face</p> <p>Sneer: a look of disgust or derision; to look down on someone</p> <p>Colossal: huge</p> | <p>Students should understand literary techniques such as simile, enjambment, caesura, and imagery, as well as their definitions and effects.</p> <p>Students should grasp the definition of irony and how it can be used to contrast expectation with reality, particularly in literature.</p> <p>Knowledge of terms like persona, transient, eternal, supreme, and hubris to ensure they can interpret the themes and ideas in the poem.</p> <p>A foundational understanding of sonnet structure (14 lines, rhyme schemes, iambic pentameter) and its traditional associations with themes of love and permanence, to appreciate Shelley's subversion of the form.</p> <p>Familiarity with how to structure a paragraph for literary analysis, including using evidence (quotations), explaining word choices, and linking to broader themes or critiques.</p> | <ul style="list-style-type: none"> Romeo and Juliet Riots and Rebels poetry unit | <p>PK: Match up the techniques to the definitions.</p> <table border="1"> <thead> <tr> <th data-bbox="1477 354 1635 377">Technique</th> <th data-bbox="1635 354 2189 377">Definition</th> </tr> </thead> <tbody> <tr> <td data-bbox="1477 385 1635 441">Simile</td> <td data-bbox="1635 385 2189 441">When one line of poetry runs on to the next without end-stopping</td> </tr> <tr> <td data-bbox="1477 449 1635 504">Enjambment</td> <td data-bbox="1635 449 2189 504">Comparing using like or as</td> </tr> <tr> <td data-bbox="1477 512 1635 568">Imagery</td> <td data-bbox="1635 512 2189 568">Using punctuation in a line of poetry</td> </tr> <tr> <td data-bbox="1477 576 1635 639">Caesura</td> <td data-bbox="1635 576 2189 639">Using language to help the reader imagine images and ideas</td> </tr> </tbody> </table> <p>Look at the images below. Annotate considering:</p> <ul style="list-style-type: none"> - what can you see? - what do the image make you think of? <p>Answers may include: statue, desert, pharaoh, ruler, king, power, sand</p> <p>Where have we seen sonnets before?</p> <p>Romeo and Juliet</p> <p>Assessment Paragraph: This task assesses students' ability to write analytically, focusing on interpreting a literary text and linking evidence to broader themes. Students are expected to:</p> <p>Identify Key Themes: Recognise and articulate how Shelley explores the eternal power of nature. Use Evidence: Select a relevant quotation and analyse specific words or phrases. Interpret Language: Explain how Shelley's word choices convey meaning. Evaluate Shelley's Intentions: Discuss how Shelley promotes certain ideas or critiques societal concepts like human hubris. Structure Analysis: Use a coherent analytical writing structure.</p> <p>An aspirational student response: <i>Shelley highlights the eternal power of nature through the imagery in the line "the lone and level sands stretch far away." The word "lone" emphasises the isolation and emptiness of the desert, symbolizing how nature ultimately</i></p> | Technique | Definition | Simile | When one line of poetry runs on to the next without end-stopping | Enjambment | Comparing using like or as | Imagery | Using punctuation in a line of poetry | Caesura | Using language to help the reader imagine images and ideas |
| Technique | Definition | | | | | | | | | | | | | | |
| Simile | When one line of poetry runs on to the next without end-stopping | | | | | | | | | | | | | | |
| Enjambment | Comparing using like or as | | | | | | | | | | | | | | |
| Imagery | Using punctuation in a line of poetry | | | | | | | | | | | | | | |
| Caesura | Using language to help the reader imagine images and ideas | | | | | | | | | | | | | | |

| Anthology Poetry | Lesson/Learni ng Sequence | Intended Knowledge: Students will know that... | Tiered Vocabulary | Prior Knowledge: In order to know this students, need to already know that... | Wider curriculum links | Assessment |
|---------------------|------------------------------|--|-------------------|--|------------------------|--|
| | | <ul style="list-style-type: none"> reader to question whether those institutions are really as powerful as they were viewed. On the base of the statue there is an inscription that says 'King of Kings am I, Ozymandias. If anyone would know how great I am and where I lie, let him surpass one of my works.' It is ironic that Ozymandias believed that his legacy (through his statue) would stand forever but it actually his statue has been destroyed by nature, whose power is actually what will last forever. <p><u>Structure</u></p> <ul style="list-style-type: none"> - a sonnet is a form of poetry characterised by having 14 lines, each containing 10 syllables, and a fixed pattern of rhyme, normally connected with love - Shelley uses the form of a sonnet, not to show love for the King but to mock the ruler's love for himself. - Shelley uses the sonnet form to mock the ruler's love for himself - Shelley does not use a typical sonnet rhyme scheme to highlight that this sonnet is not about the usual subject matter <p><u>Quotations:</u></p> <p>'two vast and trunkless legs of stone/stand in the desert' – implies the condition of the statue is in ruins, and it is barely standing. Nature has eroded it.</p> | | | | <p>erases human achievements, leaving no trace of the once-grand civilization. Furthermore, the word "level" suggests the relentless and impartial force of nature, which reduces even the most imposing monuments to insignificance over time. Shelley promotes the idea that while human creations are transient, nature's power is constant and enduring, as indicated in the phrase "stretch far away," which evokes an image of infinite and unchanging natural landscapes. Shelley criticises the arrogance of rulers like Ozymandias, who believe their power can defy time, showing that nature's supremacy ultimately humbles all human ambition.</p> |

| Anthology Poetry | | | | | |
|------------------------------|---|---|--|---|--|
| Lesson/Learni ng Sequence | Intended Knowledge: Students will know that... | Tiered Vocabulary | Prior Knowledge: In order to know this students, need to already know that... | Wider curriculum links | Assessment |
| | <p>'My name is Ozymandias, king of Kings:/Look upon my works, ye Mighty and despair!/Nothing beside remains' – demonstrates the hubris of the leader, who presumed he would be able to last forever. He believes his legacy is more important than anything else – Shelley is criticising the way that humanity believes it can exert power over everything and everyone.</p> <p>"The lone and level sands stretch far away," This line is significant as it encapsulates the transience of power, the impermanence of human achievements, and the inevitable dominance of nature over man. The words "lone" and "level" create a vivid image of emptiness and uniformity, emphasising the vast, featureless desert that now surrounds the remnants of Ozymandias's once-great statue.</p> <p>The "sands" symbolise time and nature's unyielding power to erode human creations. Sands are often associated with the passage of time (e.g., in an hourglass), reinforcing the idea that all things are temporary.</p> <p>The use of "stretch far away" suggests infinity, contrasting with the finite nature of human life and accomplishments.</p> | | | | |
| Lesson 2: London | <p>The Historical Context of Blake's London The socio-political environment of Georgian England, including poverty, inequality, and the effects of the Industrial Revolution on urban life.</p> <p>Blake's Critique of Power and Institutions How Blake uses London to criticise the Church, monarchy, and government for perpetuating suffering and inequality.</p> | <p>Quatrains- a stanza of four lines from French 'quatre' meaning four</p> <p><u>Glossary</u> Charter'd – meaning</p> | <p>A basic understanding of how power can be used to control or oppress individuals and groups in society.</p> <p>Historical Context of Victorian and Georgian Britain</p> <p>Knowledge of key issues such as poverty,</p> | <p>19th-Century Literature and Contexts - London connects to the study of texts from the 19th century, exploring themes of industrialisation, social inequality, and the critique of societal institutions, which are</p> | <p>KR: Victorian Britain Answers may include: The Problems Dickens Identified in Society: Extreme poverty and the poor living conditions of the working class. Child labour and the exploitation of vulnerable children. The harsh treatment of the poor in workhouses. The stark divide between the wealthy and the poor in Victorian society.</p> |

| Anthology Poetry | Intended Knowledge: Students will know that... | Tiered Vocabulary | Prior Knowledge: In order to know this students, need to already know that... | Wider curriculum links | Assessment |
|------------------|---|---|--|--|---|
| | <p>The Use of Rhetoric in Poetry How Blake employs persuasive language and vivid imagery to evoke empathy and challenge societal norms.</p> <p>Structural Features of the Poem Understanding the poem's use of a dramatic monologue, the ABAB rhyme scheme, and how its structure reinforces its themes of unrelenting misery and oppression.</p> <p>Thematic Focus on Suffering and Inequality How London highlights the physical and emotional suffering of its inhabitants, particularly through recurring imagery such as "mind-forged manacles"</p> <p>Key Vocabulary and Literary Techniques Mastery of terms like charter'd, manacles, and blight, as well as the ability to analyse techniques such as repetition and symbolism in the poem.</p> <p>Quotations: "I wander through each chartered street, Near where the chartered Thames doth flow" "Chartered" repetition: Highlights control and ownership, even of natural elements like the Thames. Symbolism: Critiques the oppressive system where everything is commodified and regulated. Tone: Creates a sense of suffocation and loss of freedom for individuals in the city. "Mind-forged manacles"</p> | <p>chopped, charted and mapped. Thames- River Thames that runs through London, separates the South (poor) from the North Manacles- metal bands joined by a chain, for fastening a person's hands or ankles. Appals- suggests both a sense of horror and the act of becoming pale Hapless- unfortunate. Woe – sadness Plague – illness Hearse – a vehicle that takes bodies to funerals Blight – a disease that damages and kills plants</p> | <p>inequality, the effects of the Industrial Revolution, and the role of the Church and monarchy in society. Familiarity with literary techniques such as repetition, symbolism, and rhyme schemes, and their effects on meaning and tone. Themes of Suffering and Inequality - A general awareness of how literature often explores social issues like poverty and inequality, particularly in urban settings. Understanding how to structure a paragraph for literary analysis, including using evidence, analysing language, and linking to themes. Prior knowledge of terms such as quatrain, stanza, and rhyme scheme to engage effectively with the poem's structure and form.</p> | <p>common in works like Dickens' <i>A Christmas Carol</i>.</p> <p>Poetry Across Time - The lesson contributes to understanding how poets from different eras, such as William Blake, Percy Bysshe Shelley (<i>Ozymandias</i>), and others, address universal themes like power, oppression, and human suffering.</p> <p>Rhetoric and Persuasion - Blake's use of rhetorical techniques to convey a message ties into students' learning about persuasive language in both literary and non-fiction texts.</p> <p>Critical Thinking and Interpretation - The poem challenges students to interpret complex ideas and evaluate how writers critique societal norms, a skill required for analysing texts in GCSE and beyond.</p> <p>Developing Analytical Writing Skills - The lesson reinforces the ability to write structured and evidence-based analytical paragraphs,</p> | <p>The Industrial Revolution and the Problems It Created: Overcrowded cities due to urbanisation and rapid population growth. Poor working conditions in factories, including long hours and low wages. Pollution and environmental degradation caused by industrialisation. The loss of traditional rural jobs and the rise of mechanisation.</p> <p>The British Empire and the Issues Associated With It: The exploitation of colonies for resources and labour. The mistreatment and marginalisation of colonised peoples. The moral and ethical debates surrounding imperialism. The vast inequalities between the colonising British and their colonies.</p> <p>Assessment Paragraph: This task assesses students' ability to write analytically, focusing on interpreting a literary text and linking evidence to broader themes. Students are expected to: Identify Key Themes: Recognise and articulate how Blake explores the misuse of man's power. Use Evidence: Select a relevant quotation and analyse specific words or phrases. Interpret Language: Explain how Blake's word choices convey meaning. Evaluate Blake's Intentions: Discuss how he promotes certain ideas or critiques societal concepts like human hubris. Structure Analysis: Use a coherent analytical writing structure.</p> <p>An aspirational student response: <i>Blake highlights the suffering of the people of London through the metaphor "mind-forged manacles." The word "manacles" evokes the image of physical chains used to restrain prisoners, symbolising the psychological and emotional oppression experienced by London's inhabitants. Furthermore, Blake promotes the idea that this suffering is not only imposed by external forces, such as the government and Church, but is also internalised by individuals, as indicated in the phrase "mind-forged," which suggests that these restraints are created and perpetuated by societal norms and expectations. Blake criticises the societal structures and ideologies that trap people in cycles of poverty and despair, portraying them as complicit in their own subjugation by accepting these "manacles" as inevitable.</i></p> |

| Anthology Poetry | Intended Knowledge: Students will know that... | Tiered Vocabulary | Prior Knowledge: In order to know this students, need to already know that... | Wider curriculum links | Assessment |
|----------------------|--|--|---|---|---|
| | <p>Metaphor: Represents psychological oppression and how societal expectations trap people.</p> <p>Criticism of Authority: Suggests that people's suffering is partly self-imposed due to internalised beliefs and social structures.</p> <p>Themes: Links to control, inequality, and the lack of freedom in London.</p> <p>"Bights with plagues the marriage hearse"</p> <p>Juxtaposition: Combines marriage (a symbol of new life and joy) with hearse (death), showing corruption in society.</p> <p>"Bights" and "plagues": Imagery of disease reflects the moral and physical decay caused by societal issues.</p> <p>Critique of Institutions: Suggests that traditional values and institutions, like marriage, are tainted by poverty and exploitation.</p> | | | <p><i>linking to requirements for GCSE literature essays.</i></p> <p><i>Themes of Power and Conflict - London aligns with the thematic exploration of power and conflict, a common focus in the GCSE poetry anthology, encouraging comparisons with other poems addressing similar ideas.</i></p> | |
| Lesson 3: MLD | <p>The Nature of a Dramatic Monologue - How Browning uses the dramatic monologue form to reveal the Duke's character and emotions.</p> <p>The Duke's Obsession with Control - How the Duke seeks to assert control over his late wife through her portrait and his narrative.</p> <p>The Significance of Possession and Objectification - How the Duke views his wife as a possession, reducing her to an</p> | <p>Dramatic monologue: a poem written in the form of a speech of an individual character</p> <p>Autonomy: The ability for a person to make their own decisions</p> | <p>Understanding of terms such as "dramatic monologue," "enjambment," "caesura," and "iambic pentameter."</p> <p>Context of Victorian Society - Familiarity with Victorian views on marriage, gender roles, and class, particularly the treatment of women in the 19th century.</p> | <p>Exploring Poetry and Poetic Form</p> <p>This lesson links to the study of different poetic forms and structures, specifically dramatic monologues, and how these forms convey character, themes, and emotions.</p> <p>Character and Voice</p> | <p>KR: Similarities and differences</p> <p>Possible answers:</p> <p>Similarities:</p> <p><i>Theme of power and corruption: Both poems explore the impact of power on individuals and society.</i></p> <p><i>Critique of authority: Both critique those in positions of power (Ozymandias – ruler; London – institutions like the monarchy and church).</i></p> <p><i>Decay and destruction: Both poems focus on the eventual downfall of power; Ozymandias' statue is ruined, and London's suffering is widespread.</i></p> |

| Anthology Poetry | Intended Knowledge: Students will know that... | Tiered Vocabulary | Prior Knowledge: In order to know this students, need to already know that... | Wider curriculum links | Assessment |
|---------------------|--|---|--|---|---|
| | <p>object for display rather than as an autonomous person.</p> <p>The Themes of Jealousy and Power - How Browning explores themes of jealousy, power, and manipulation through the Duke's behaviour and views on women.</p> <p>The Structural Features of the Poem - How the regular rhyme scheme and enjambment contribute to the Duke's passionate, sometimes rambling tone.</p> <p>The Critique of Victorian Society - How Browning critiques Victorian attitudes towards women and the societal norms of marriage and power dynamics.</p> <p>Quotations "That's my last duchess painted on the wall, looking as if she were alive" Possession: The Duke refers to the Duchess as "my last Duchess," emphasising his ownership over her, even in death. Objectification: The portrait reduces her to an object he can control, preserving her image as though she were still alive. Control: His statement indicates his desire to control her, even beyond her death, maintaining a visual presence of her as a passive object.</p> <p>"As if she ranked my gift of a 900 years old name with anybody's gift" Arrogance: The Duke believes his noble lineage and family name should be of utmost importance to his wife.</p> | <p><u>Glossary</u></p> <p>Avow: assert or confess openly</p> <p>Countenance: the appearance conveyed by a person's face</p> <p>Dowry: money brought by a woman to her husband at marriage</p> | <p>Themes in Poetry - Basic understanding of common poetic themes such as power, control, obsession, and jealousy.</p> <p>Characterisation in Poetry - How characters are developed and revealed in poetry, particularly through their speech and actions.</p> <p>Understanding of Dramatic Monologues - Knowledge of how dramatic monologues work, especially how the speaker's voice and perspective are used to convey themes and emotions.</p> | <p>Students will explore the development of character and voice, an essential part of both poetry and prose, focusing on how the Duke's character is revealed through his speech.</p> <p>Links to understanding and analysing themes such as power, control, jealousy, and objectification in both literary and non-literary texts.</p> <p>Connections to the study of historical and social contexts, specifically the Victorian era, gender roles, and societal expectations, and how these contexts influence literary works.</p> <p>This lesson connects with comparative work in the curriculum, where students compare different texts, such as "My Last Duchess" with "Ozymandias" and "London," to identify similarities and differences in themes, characterisation, and social commentary.</p> <p>Encourages critical analysis of literature,</p> | <p>Use of imagery: Both use vivid imagery to convey their message (e.g., the crumbled statue in Ozymandias and the suffering faces in London).</p> <p>Differences:</p> <p>Focus: 'Ozymandias' focuses on a fallen ruler's legacy, while 'London' depicts the city's poverty and societal corruption.</p> <p>Tone: 'Ozymandias' has a more reflective, historical tone, while 'London' is more direct and passionate.</p> <p>Setting: 'Ozymandias' is set in an ancient, desolate desert; 'London' is set in the contemporary (Victorian) city of London.</p> <p>Perspective: 'Ozymandias' is told from the perspective of a traveller, whereas 'London' uses a first-person narrator.</p> <p>Assessment Paragraph: This task assesses students' ability to write analytically, focusing on interpreting a literary text and linking evidence to broader themes. Students are expected to: Identify Key Themes: Recognise and articulate how Browning explores the arrogance and insecurities of man's power. Use Evidence: Select a relevant quotation and analyse specific words or phrases. Interpret Language: Explain how Browning's word choices convey meaning. Evaluate Browning's Intentions: Discuss how he promotes certain ideas or critiques societal concepts like human hubris. Structure Analysis: Use a coherent analytical writing structure.</p> <p>An aspirational student response: <i>Browning highlights the Duke's arrogance and obsession with status through his reaction to the Duchess's behaviour in the quotation, "as if she ranked my gift of a nine-hundred-years-old name / With anybody's gift." The phrase "my gift of a nine-hundred-years-old name" conveys the Duke's belief that his long, prestigious lineage is the ultimate gift, suggesting he views his social status as a measure of superiority. Furthermore, Browning promotes the idea that the Duke's obsession with his own status leads to his frustration with the Duchess, as she fails to recognise his name as more valuable than any other gift. This is indicated by the word "ranked," which suggests that the Duke is offended by her failure to treat his aristocratic status with the reverence he expects. Browning criticises the arrogance of man through the Duke's inability to view the Duchess as an individual with autonomy, instead treating her as an object to reflect his own power and status.</i></p> |

| Anthology Poetry | Intended Knowledge: Students will know that... | Tiered Vocabulary | Prior Knowledge: In order to know this students, need to already know that... | Wider curriculum links | Assessment |
|-------------------------|---|---|---|---|---|
| | <p>Entitlement: He feels offended that the Duchess treated his "gift" (the name) as equal to trivial gifts from others.</p> <p>Misplaced pride: Highlights his obsession with status and the importance of social rank.</p> <p>"I gave commands, then all smiles stopped together"</p> <p>Implied violence: The Duke subtly admits to having the Duchess killed in a cold, detached manner.</p> <p>Power: This line reveals his complete control over her life and death, using commands to end her smiles and ultimately her existence.</p> <p>Finality: The abruptness of the line suggests a chilling, irreversible decision, emphasising the Duke's authoritarian nature.</p> | | | <p>interpreting layers of meaning, tone, and perspective within a poem and relating these elements to the broader societal implications within the text.</p> | |
| <u>Lesson 4: TCoTLB</u> | <p>The historical context of The Charge of the Light Brigade, including the Crimean War and its significance.</p> <p>The key themes in the poem, such as duty, obedience, bravery, and the consequences of flawed leadership.</p> <p>How Tennyson uses structure and rhythm to reflect the pace and chaos of battle.</p> <p>The use of literary devices, including metaphor, repetition, and imagery, to convey the soldiers' experiences.</p> <p>The way Tennyson critiques military authority and leadership through the soldiers' unquestioning obedience.</p> | <p>Glossary</p> <p>league – a former measure of distance by land, usually about three miles.</p> <p>blundered – make a stupid or careless mistake; act or speak clumsily.</p> <p>sabre - a heavy cavalry sword with a curved blade and a single cutting edge.</p> <p>Cossack – a member of a people of Ukraine and southern Russia, noted for</p> | <p>The concept of military hierarchy and the relationship between soldiers and their commanders.</p> <p>Basic knowledge of poetic devices such as metaphor, repetition, and imagery.</p> <p>The role of a poet laureate and their responsibility to represent national events.</p> <p>An understanding of the themes of duty, sacrifice, and heroism in literature.</p> <p>How to identify and analyse the structure and form of a poem, including the use of rhythm and stanza organisation.</p> | <p>Literary Analysis: The poem allows students to explore key literary concepts such as metaphor, structure, imagery, and rhyme schemes, building their analytical skills in poetry.</p> <p>Historical Context: The lesson helps students understand how historical events shape literature, aligning with history and cultural studies by examining the Crimean War and its representation in poetry.</p> <p>Themes: The lesson connects to the</p> | <p>KR: Similarities between Ozymandias and MLD:</p> <p>Possible answers:</p> <p>Themes of Power and Corruption: All three poems explore the abuse or misuse of power. Ozymandias critiques the arrogance of a ruler's belief in his eternal legacy; London highlights the oppressive power structures that contribute to the city's suffering; My Last Duchess showcases the Duke's obsession with control and power over his wife.</p> <p>Human Suffering: Each poem depicts the consequences of human actions on individuals. Ozymandias shows the futility of human endeavour; London reveals the misery caused by inequality; My Last Duchess portrays the emotional and possibly physical harm caused by the Duke's possessiveness.</p> <p>Irony: Each poem contains a strong sense of irony. In Ozymandias, the king's boast of eternal power contrasts with the ruined statue. In London, the ideal of a great city is contrasted with its corruption and suffering. In My Last Duchess, the Duke's pride in his control over the Duchess is contrasted with the darker reality of her death.</p> |

| Anthology Poetry | Intended Knowledge: Students will know that... | Tiered Vocabulary | Prior Knowledge: In order to know this students, need to already know that... | Wider curriculum links | Assessment |
|------------------|---|---|---|---|--|
| | <p>How the poem reflects British national identity and the values of sacrifice and honour during the Victorian era.</p> <p><u>Quotations</u></p> <p>"Into the valley of death rode the six hundred": Metaphor for the soldiers marching into certain death. Symbolises the bravery and sacrifice of the Light Brigade. Reflects the harsh reality of war, where soldiers face almost certain death in obedience to orders.</p> <p>"Theirs not to make reply, theirs not to reason why, theirs but to do and die": Highlights the unquestioning obedience of the soldiers. Emphasises the sense of duty and the lack of agency in the face of authority. Critiques the dehumanisation of soldiers who follow orders without question, even when those orders lead to death.</p> <p>"Honour the charge they made, honour the Light Brigade, noble six hundred": A call to recognise and celebrate the bravery of the soldiers. Reinforces the theme of heroism and sacrifice. Appeals to national pride, encouraging respect for the soldiers' courage despite the military blunder.</p> | <p>their horsemanship and military skill. sundered – split apart.</p> | | <p>exploration of universal themes such as duty, sacrifice, power, and obedience, encouraging students to analyse and discuss themes that resonate in both literature and real-life contexts.</p> <p>Understanding Poetic Forms: Students study the use of specific poetic forms, such as dactylic dimeter, enjambment, and repetition, which deepens their understanding of how poets craft their works to convey meaning.</p> <p>Writing Skills: By analysing and discussing the poem, students develop skills in critical writing and argumentation, which are essential for their overall English curriculum and exam preparation.</p> <p>Critical Thinking: The lesson encourages students to reflect on the consequences of unquestioning obedience and leadership, enhancing their ability to think critically about both</p> | <p>Critique of Authority: The poems critique institutions of power. Ozymandias questions the lasting impact of rulers; London critiques the Church, monarchy, and government; My Last Duchess critiques the Duke's aristocratic, patriarchal views and control over his wife.</p> <p>Themes of Isolation and Death: The three poems explore isolation in different forms. Ozymandias depicts the king's isolation after his death. London explores the isolation of the city's poor, and My Last Duchess highlights the Duke's emotional isolation and the literal death of his wife.</p> <p>Symbolism of Art: All three poems use art or imagery as a symbol. Ozymandias uses the ruined statue as a symbol of decayed power. London features images of suffering people, while My Last Duchess revolves around the Duchess's portrait, symbolising the Duke's control and obsession.</p> <p>Assessment Paragraph: This task assesses students' ability to write analytically, focusing on interpreting a literary text and linking evidence to broader themes. Students are expected to:</p> <ul style="list-style-type: none"> Identify Key Themes: Recognise and articulate how Tennyson explores the misuse of man's power. Use Evidence: Select a relevant quotation and analyse specific words or phrases. Interpret Language: Explain how Tennyson's word choices convey meaning. Evaluate Tennyson's Intentions: Discuss how he promotes certain ideas or critiques societal concepts. Structure Analysis: Use a coherent analytical writing structure. <p>An aspirational student response: Tennyson highlights the dutiful nature and obedience of the soldiers through the quotation, "Theirs not to make reply, theirs not to reason why, theirs but to do and die." The repetition of "theirs" underscores the idea that the soldiers are not permitted to question or challenge the orders they receive, reinforcing their unquestioning loyalty and obedience to authority. Furthermore, the use of "not to make reply" and "not to reason why" suggests that the soldiers are stripped of their individual agency and are reduced to mere instruments of war, following orders blindly. Tennyson promotes the idea that duty and obedience, although heroic, come at a devastating cost, as seen</p> |

| Anthology Poetry | Lesson/Learning Sequence | Intended Knowledge: Students will know that... | Tiered Vocabulary | Prior Knowledge: In order to know this students, need to already know that... | Wider curriculum links | Assessment |
|----------------------------------|---|---|---|--|---|------------|
| | | | | literature and the world around them. | in the soldiers' willingness to face certain death without hesitation. As indicated in the line "theirs but to do and die," Tennyson critiques the tragic consequences of blind obedience, highlighting the soldiers' sacrifice and the futility of their unquestioning loyalty in the face of a flawed military command. | |
| <u>Lesson 5: Comparing poems</u> | <p>Understanding of Power and Control: Students will know how both "London" and "Ozymandias" present ideas about power and control through their themes and messages.</p> <p>Comparative Analysis Skills: Students will understand how to compare and contrast the presentation of power and control in two different poems from the 'Power and Conflict' anthology.</p> <p>Key Quotations: Students will be familiar with key quotations from both "London" and "Ozymandias" that illustrate the poets' views on power and control.</p> <p>Poetic Devices: Students will know how the poets use literary and structural devices, such as imagery, repetition, and tone, to convey their messages about power and control.</p> <p>Contextual Understanding: Students will understand the historical and social contexts of both poems and how these contexts influence the poets' portrayals of power.</p> <p>Writing Analytical Responses: Students will know how to structure and write a comparative analytical response, using evidence from both poems to support their analysis of power and control.</p> | | <p>Basic Understanding of the Poems: Students will need to have a basic understanding of both "London" and "Ozymandias," including their themes, key ideas, and contexts.</p> <p>Knowledge of Poetic Devices: Students should be familiar with common poetic devices such as imagery, metaphor, repetition, and tone, as these will be referenced in the analysis.</p> <p>Context of the Power and Conflict Anthology: Students should know the overarching themes of the 'Power and Conflict' anthology to understand how these poems fit within the collection.</p> <p>Analytical Writing Skills: Students will need to know how to structure analytical paragraphs, including making a point, using evidence, and explaining its significance.</p> | | | |

| Anthology Poetry | Intended Knowledge: Students will know that... | Tiered Vocabulary | Prior Knowledge: In order to know this students, need to already know that... | Wider curriculum links | Assessment |
|--|---|-------------------|--|---|--|
| | | | <p>Comparison Techniques: Students should understand basic comparative techniques, such as identifying similarities and differences between texts.</p> <p>Historical Contexts: Students will need some knowledge of the historical contexts of both poems—Victorian London for "London" and the ancient world for "Ozymandias"—to grasp the commentary on power and control.</p> | | |
| <u>Lesson 6: Responding to a Comparison Question</u> | <ul style="list-style-type: none"> students will know that they will be given one named poem and asked to compare how the poet presents a particular theme or idea with another poem of their choice from the anthology. <p>When responding to a comparison question, they need to consider:</p> <ul style="list-style-type: none"> What impression of the theme is created and presented to them? What is the poet telling them about that theme? What kind of power is being demonstrated (or not)? How does the language used create these impressions? How do they understand the images being created? Why do they think the writer chose this language? Why might the writer have wanted | | <ul style="list-style-type: none"> — | <ul style="list-style-type: none"> — | <p>Students are tasked with writing a comparative response to the question: "Compare how poets present the effects of power in 'My Last Duchess' and in one other poem from 'Power and conflict'."</p> <p>Structure:</p> <p>Poem 1: My Last Duchess:</p> <p>Point 1: Focus on the Duke's control over the Duchess through her portrait, symbolising the objectification and control he exerts even after her death.</p> <p>Point 2: Explore the Duke's obsession with status and power, particularly his concern with how others perceive his authority and lineage.</p> <p>Point 3 (Back up): Discuss the Duke's psychological manipulation and the implicit warning to the next Duchess, showing how power leads to isolation and moral decay.</p> <p>Poem 2: Ozymandias:</p> <p>Point 1: Highlight the impermanence of political power through the decayed statue, symbolising how time erodes even the mightiest of rulers.</p> <p>Point 2: Examine the arrogance of Ozymandias and his belief in his own legacy, contrasted with the desolation and insignificance of his empire.</p> |

| Anthology Poetry | | | | | |
|--------------------------|--|-------------------|--|------------------------|---|
| Lesson/Learning Sequence | Intended Knowledge: Students will know that... | Tiered Vocabulary | Prior Knowledge: In order to know this students, need to already know that... | Wider curriculum links | Assessment |
| | <p>to create these impressions? What might the reader be feeling and why?</p> <ul style="list-style-type: none"> - students will know how to use a concept map to help with planning their essay responses <p>students will know that their responses need:</p> <ul style="list-style-type: none"> - an introduction <ul style="list-style-type: none"> o needs to acknowledge which poems you are comparing o needs to establish an opinion/idea about the theme presented o needs to refer to context (if relevant) - two-three comparative paragraphs <ul style="list-style-type: none"> o each paragraph should make a comparison point about each of the poems o consider what impression of the theme the poet is creating, how language is used to create that impression and why the poet might want to create this impression (if relevant) | | | | <p>Point 3 (Back up): Discuss the broader commentary on the transient nature of human achievements, showing how nature and time ultimately reclaim all power.</p> <p>Expected Response:</p> <p>Students should construct a well-organised essay, using comparative points to explore how both poets depict the effects of power.</p> <p>Emphasis on textual evidence, analysis of language, structure, and form.</p> <p>Consideration of the poets' intentions and the broader message about the nature of power and its effects.</p> |