



The Sutton Academy

# Knowledge Rich Curriculum Plan

English – GCSE English Literature – AQA Power and Conflict

**Year 10 Booklet 2 - Nature**

Anthology 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 that...</i>	Wider curriculum links	Assessment
<b>Lesson 1:</b> <b><u>Storm on the Island</u></b>	<p><b>The Context of Heaney's Storm</b>  The socio-political environment of Northern Ireland, including The Troubles.</p> <p>Define and identify literary techniques such as oxymoron and extended metaphor, and explain their significance in poetry.</p> <p>Understand the historical and political context of the poem, particularly The Troubles in Northern Ireland and their influence on Heaney's work.</p> <p>Analyse imagery and symbolism in the poem, linking visual prompts and textual evidence to broader themes.</p> <p>Interpret the poem's central themes, such as humanity's relationship with nature, vulnerability, and resilience.</p> <p>Explore the structural elements of the poem, including its conversational tone, lack of rhyme, and use of enjambment.</p> <p>Construct an analytical paragraph, using a structured model, to explain how Heaney conveys ideas about nature's violent power.</p> <p><u>Quotations:</u>  "We are bombarded by the empty air"  Military Imagery: The word "bombarded" evokes warfare, implying an intense and unrelenting attack. This heightens the sense of danger and conflict, as if the storm is an enemy launching an assault.  Paradox ("empty air"): The storm's power comes from something invisible—air and wind. This paradox emphasises the</p>	<p>Wizened: Dried up or shrivelled, often due to age or harsh conditions.</p> <p>Stooks: Bundles of hay or sheaves of corn stacked upright in fields.</p> <p>Strafes: Attacks with gunfire or artillery, especially in sweeping motions.</p> <p>Salvo: A simultaneous discharge of artillery or weapons, often as an attack or salute.</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 to ensure they can interpret the themes and ideas in the poem.</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>		<p><b>PK: Define Oxymoron and Extended Metaphor.</b>  Oxymoron: An oxymoron is a figure of speech that combines two seemingly contradictory words or ideas to create a dramatic or thought-provoking effect. For example</p> <p>"Bittersweet" (combines opposing ideas of bitterness and sweetness) "Deafening silence" (contradicts the idea of silence being loud).</p> <p>Extended Metaphor: An extended metaphor is a metaphor that is developed over several lines or throughout an entire work, rather than being limited to a single phrase. It allows the writer to explore the metaphor in greater depth, drawing multiple parallels between the two things being compared.</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 Heaney explores the power of nature. Use Evidence: Select a relevant quotation and analyse specific words or phrases. Interpret Language: Explain how word choices convey meaning. Evaluate Heaney's Intentions: Discuss how he promotes certain ideas or critiques societal concepts. Structure Analysis: Use a coherent analytical writing structure.</p> <p>An aspirational student response: <i>Heaney shows humanity's belief in its ability to control and contend with nature in Storm on the Island through the assertion "We are prepared, we build our houses squat." The phrase "we are prepared" suggests a sense of confidence and readiness, reflecting human resilience and the belief that careful planning can provide protection. Furthermore, Heaney highlights the idea that humans must adapt to nature's power rather than conquer it through the word "squat," which suggests practicality and humility in the face of nature's might. Heaney highlights the illusion of control, as the defensive design of the houses reveals an underlying acknowledgment of vulnerability, emphasising that nature's overwhelming force ultimately defies human mastery.</i></p>

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	<p>intangible nature of the threat, which adds to its fearfulness because it cannot be seen or touched.</p> <p>Auditory and Physical Impact: Despite its intangibility, the "empty air" causes destruction and chaos. The phrase suggests that something as insubstantial as air can wield immense power, challenging human assumptions about strength and vulnerability.</p> <p>Simile ("like a tame cat turned savage") The comparison to a "tame cat" implies something familiar, manageable, and seemingly harmless. The sudden transformation into something "savage" introduces a sense of betrayal or unpredictability, as if nature has turned on the speaker.</p> <p>2. Violent and Threatening Imagery The word "spits" evokes a sharp, hostile sound, mimicking the hissing and spitting of an angry cat. It conveys the storm's aggression as it lashes out at the land and its people. This image personifies the storm, suggesting it has a mind of its own, capable of rage and malice.</p> <p>3. Nature's Duality The simile underscores the duality of nature. Like a tame cat, the sea can be calm and beautiful, but it can also become wild and destructive. This duality highlights humanity's vulnerability to the whims of nature and the illusion of control.</p> <p>4. Tone and Atmosphere The phrase contributes to the tense, foreboding atmosphere of the poem. It conveys the storm's chaotic energy, adding to the sense of danger and unpredictability.</p>				

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	<p>5. Themes</p> <p>Man vs. Nature: This line encapsulates the struggle between humanity and nature's uncontrollable power. It reminds us of nature's capacity to shift from gentle to violent with little warning.</p> <p>Fear and Uncertainty: The transformation from "tame" to "savage" mirrors the psychological impact of the storm on the speaker and community, instilling fear and awe.</p> <p>6. Sound and Rhythm</p> <p>The harsh, sibilant "s" sounds in "spits," "tame," and "savage" mimic the hissing of the cat</p> <p>"Strange, it is a huge nothing that we fear"</p> <p>Oxymoron ("huge nothing"): This phrase captures the central paradox of the storm: its power lies in something that has no physical form. The "nothing" refers to the air and wind, which are invisible yet immensely destructive.</p> <p>Existential Reflection: The fear described here goes beyond the physical storm; it speaks to humanity's broader fear of the unknown and the uncontrollable. The "huge nothing" symbolizes the abstract and unseen forces that elicit anxiety and dread.</p> <p>Philosophical Tone: By calling this fear "strange," the speaker reflects on the irrationality of fearing something so intangible, adding a contemplative layer to the poem's exploration of nature and human vulnerability.</p> <p>3. Themes</p> <p>Man vs. Nature: The storm, as an unseen yet overwhelming force, exemplifies nature's dominance over humanity and our helplessness in the face of its power.</p>				

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	<p>Fear of the Unknown: The "huge nothing" highlights the psychological aspect of fear—how humans often fear what they cannot see or understand.</p> <p>The Sublime: The storm embodies the sublime, evoking awe and terror simultaneously, as it reveals nature's ability to dominate and unsettle.</p> <p>4. Tone and Atmosphere</p> <p>The tone is reflective and philosophical, moving beyond the immediate danger of the storm to ponder the nature of fear itself.</p> <p>The juxtaposition of "huge" and "nothing" creates a sense of unease, mirroring the tension between physicality and intangibility in the storm's presence.</p>				
<b>Lesson 2: The Prelude</b>	<p><b>Identify and define key Romantic concepts such as Romanticism and its focus on nature, emotion, and imagination.</b></p> <p><b>Understand the historical and personal context of Wordsworth's life and how it influenced the themes of The Prelude.</b></p> <p><b>Explain the central themes of the poem, including humanity's relationship with nature, awe, and existential reflection.</b></p> <p><b>Analyse key vocabulary and phrases, including personification, metaphor, and contrasts, to explore the changing tones in the poem.</b></p> <p><b>Recognise structural features, such as the use of first-person narrative,</b></p>	<p>Craggy ridge: A sharp, rugged ridge typically found in mountainous areas.</p> <p>Pinnacle: A small boat, often with sails or oars.</p> <p>Oars: Poles with flat blades used to row or steer a boat through water.</p> <p>Mooring-place: A location where a boat can be secured to prevent it from drifting.</p> <p>Stealth: The act of moving quietly</p>	<p>Familiarity with Romantic poetry:</p> <p>Basic understanding of Romanticism as a literary movement, including its focus on nature, emotion, and imagination.</p> <p>Previous study of Romantic poets (e.g., Blake, Shelley) or poems with similar themes, such as Ozymandias or Storm on the Island.</p> <p>Understanding of poetic techniques:</p> <p>Ability to identify and explain common literary devices, such as</p>	<p><i>Poetry Across Time - The lesson contributes to understanding how poets from different eras, such as William Blake, Percy Bysshe Shelley (Ozymandias), and others, address universal themes like power, oppression, and human suffering.</i></p> <p><i>Critical Thinking and Interpretation - The poem challenges students to interpret complex ideas and evaluate how writers critique societal norms, a skill required for</i></p>	<p><b>KR: connections of Storm and Ozy</b></p> <p><b>Themes of Power:</b></p> <p><i>Storm on the Island</i> explores the overwhelming power of nature, highlighting humanity's vulnerability in the face of natural forces. <i>Ozymandias</i> examines the transience of human power and how even the mightiest rulers are eventually humbled by time and nature.</p> <p><b>Conflict and Hubris:</b></p> <p><i>In Storm on the Island</i>, there's a tension between human preparation and the uncontrollable force of the storm, suggesting the futility of attempting to dominate nature. <i>In Ozymandias</i>, the arrogance (hubris) of the king is contrasted with the eroded state of his statue, symbolizing the futility of human pride in the face of natural decay.</p> <p><b>Imagery of Destruction:</b></p> <p>Both poems use vivid imagery to depict destruction—<i>Storm on the Island</i> through the storm's bombardment and <i>Ozymandias</i> through the shattered remnants of the statue in the desert.</p> <p><b>Reflection on Mortality:</b></p>

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	<p><b>enjambment, and shifts in tone, to understand their impact on the reader. Write an analytical paragraph, using a structured model, to explain how Wordsworth portrays nature as both nurturing and threatening.</b></p> <p><u>Quotations:</u>            "One summer evening (led by her)"            Analysis:            The personification of nature as "her" suggests a nurturing, almost maternal presence, guiding the speaker on a journey of self-discovery. The phrase "led by her" implies the speaker's trust in nature as a mentor, emphasising the Romantic belief in the spiritual and transformative power of nature.            The tranquil setting of a "summer evening" establishes an initial mood of calmness and harmony, which contrasts sharply with the later fear and tension.            2. "A huge peak, black and huge"            Analysis:            The repetition of "huge" emphasizes the mountain's overpowering and intimidating presence, symbolizing the vast, uncontrollable force of nature. The simplicity and abruptness of the description reflect the speaker's shock and inability to articulate the magnitude of the experience.            The darkness of the peak ("black") suggests mystery and danger, evoking fear and existential uncertainty.</p> <p>"There hung a darkness":</p> <p>The metaphor "hung a darkness" creates a sense of an oppressive, lingering force</p>	<p>and secretly to avoid detection.            Elfin pinnacle: A metaphorical description of the small boat, comparing it to something light, delicate, and magical (like an elf).            Instinct: A natural or automatic impulse or movement, as if motivated by a purpose.            Solitude: The state of being alone, often implying peacefulness or isolation.            Desertion: A sense of abandonment or emptiness.            Existential: Relating to human existence and the big questions about life, meaning, and purpose.            Literary and Contextual</p>	<p>metaphor, personification, enjambment, tone, and contrast.            Knowledge of how these techniques contribute to meaning in a poem.            Experience with context in literature:</p> <p>Awareness of how historical, cultural, or personal contexts can influence a poet's work.            An understanding of how to link context to themes or language choices in a text.            Ability to write analytically:</p> <p>Familiarity with using a PEE (Point, Evidence, Explain) or similar structure to write analytical paragraphs.            Knowledge of how to select and embed evidence from a text to support an interpretation.            Themes from other poems:</p>	<p>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, linking to requirements for GCSE literature essays.</p> <p>Themes of Power and Conflict – Theme of nature 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.</p>	<p>Both poets prompt readers to reflect on the fleeting nature of human achievements compared to the enduring forces of nature and time.            What is an allegory?            An allegory is a narrative or work of art that conveys a deeper meaning beyond its literal interpretation. It uses characters, events, or settings to symbolize abstract ideas, moral lessons, or political messages.</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 Wordsworth explores man's power. Use Evidence: Select a relevant quotation and analyse specific words or phrases. Interpret Language: Explain how Wordsworth's word choices convey meaning. Evaluate 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: Wordsworth shows nature's powerful and influential attributes. This is evident in the quotation "one summer evening (led by her)," where nature is personified as a guiding presence. The word "led" shows that nature is not passive but actively directing the speaker's actions, reflecting its role as a mentor or guide in his personal and spiritual development. Furthermore, the choice of "her" suggests the idea that nature has a nurturing, almost maternal quality, emphasising its influence over the speaker's journey. As a romantic poet, Wordsworth highlights humanity's tendency to disregard nature's influence, implying that people often fail to recognise its guiding power and the lessons it offers. Therefore, through this depiction, Wordsworth underscores the importance of aligning with nature's force rather than attempting to dominate or overlook it.</p>

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	<p>that dominates the speaker's thoughts, symbolising the emotional and psychological impact of the encounter with nature.</p> <p>The use of "darkness" conveys fear, uncertainty, and an existential void, suggesting a loss of innocence or a confrontation with the sublime.</p> <p>"Call it solitude / Or blank desertion":</p> <p>The phrase "call it solitude" reflects the speaker's attempt to rationalize or define the overwhelming feeling. It implies isolation, as if the experience has disconnected him from the familiar world.</p> <p>"Blank desertion" intensifies this sense of abandonment, suggesting an emotional emptiness or a spiritual crisis, where previously comforting "pleasant images" of nature are replaced by an unsettling void.</p>				
<b><u>Lesson 3: Exposure</u></b>	<p>The role of nature in "Exposure": Students will understand how Owen portrays nature as a powerful, indifferent, and often hostile force, acting as an additional enemy to the soldiers.</p> <p>The psychological impact of war: They will explore how the poem reflects the soldiers' mental anguish, monotony, and despair, as well as their slow deterioration.</p> <p>The futility of war: Students will recognise Owen's critique of the pointlessness of war and its devastating effect on</p>	<p><u>Glossary</u></p> <p>Assonance:</p> <p><i>Definition: The repetition of vowel sounds in nearby words, creating a subtle rhyme or harmony.</i></p> <p><i>unsettling atmosphere.</i></p> <p><i>Merciless:: Showing no mercy or compassion; cruel and unrelenting.</i></p>	<p>World War I Context:</p> <p>Basic knowledge of WWI, including trench warfare, the harsh conditions soldiers faced, and the emotional and physical toll of war.</p> <p>The role of propaganda during WWI and how it shaped public perceptions of the war.</p> <p>Wilfred Owen's Background:</p>	<p>Exploring Poetry and Poetic Form</p> <p>This lesson links to the study of different poetic forms and structures, , and how these forms convey character, themes, and emotions.</p> <p>Character and Voice</p> <p>Students will explore the development of character and voice, an essential part of both poetry and prose.</p>	<p><b><u>KR: Images</u></b></p> <p><i>Possible answers:</i></p> <p><i>The images of cold trenches in WWI evoke a sense of bleakness, isolation, and extreme hardship. The trenches appear muddy, desolate, and overcrowded, suggesting a grim and uncomfortable existence for the soldiers. The weather looks cold and unforgiving, with frost, snow, or damp conditions that exacerbate the soldiers' misery. These visuals highlight the harsh realities of trench warfare, where nature itself seems to act as an enemy, alongside the violence of war.</i></p> <p><i>Environment or Weather</i></p> <p><i>The environment appears hostile and unyielding, dominated by:</i></p> <p><i>Cold, biting winds that chill to the bone.</i></p>



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	<p>individuals, contrasting the romanticised propaganda of the time.</p> <p>The use of structure and language: Students will understand how Owen's use of repetition, pararhyme, and imagery creates a sense of monotony, unease, and despair, mirroring the soldiers' experience.</p> <p>Key literary techniques: They will learn about assonance, half rhyme, and personification and how these techniques are used to unsettle the reader and emphasise the bleakness of the poem.</p> <p>Contextual influences: Students will know how Owen's personal experience of WWI and the harsh winter of 1917 informed his portrayal of the soldiers' suffering.</p>	<p><i>Incessantly: Without interruption or pause; continuously.</i></p> <p><i>Nonchalance:: The state of being casually calm and relaxed, often in situations where others might expect concern or attention.</i></p> <p><i>Poignant: Evoking a strong sense of sadness or regret; deeply emotional.</i></p> <p><i>dawn begins to grow..."</i></p> <p><i>Shrivelling: Becoming shrunken or wrinkled, often due to age, heat, or cold.</i></p> <p><i>Glozed: To be covered or coated with a glossy or shiny layer, often implying something unpleasant beneath.</i></p> <p><i>Nonchalance: A casual lack of concern, an air of indifference.</i></p>	<p>Familiarity with Wilfred Owen as a poet who wrote from personal experience in the trenches, focusing on the reality of war. Understanding that Owen's work often critiques the glorification of war and exposes its brutal realities.</p> <p>Poetic Devices:</p> <p>Definitions and examples of key literary techniques such as personification, imagery, and metaphor. Awareness of structural techniques like rhyme schemes and enjambment.</p> <p>Critical Thinking Skills:</p> <p>Ability to interpret and analyse quotations, exploring how language and structure create meaning. Experience discussing themes like nature, violence, and human suffering in poetry.</p> <p>Comparative Context:</p> <p>Familiarity with other war poems or poems that depict human vulnerability, such as "Storm on the Island" or "The Prelude."</p> <p>Understanding of how poets use nature as a</p>	<p>This lesson connects with comparative work in the curriculum, where students compare different texts, such as "The Prelude" with "Storm on the Island" to identify similarities and differences in themes, characterisation, and social commentary.</p> <p>Encourages critical analysis of literature, interpreting layers of meaning, tone, and perspective within a poem and relating these elements to the broader societal implications within the text.</p>	<p>Freezing temperatures causing frostbite and hypothermia. Mud and dampness making movement difficult and adding to the soldiers' discomfort. Grey skies and a lack of sunlight creating an oppressive and gloomy atmosphere. The weather compounds the soldiers' suffering, emphasizing their vulnerability and the futility of their situation.</p> <p>Challenge: What Do You Know About Warfare During WWI?</p> <p>Trench Warfare: Soldiers lived in trenches dug into the ground, which were often wet, cold, and unsanitary.</p> <p>Extreme Weather: Soldiers faced freezing winters, torrential rain, and muddy conditions that made life in the trenches unbearable.</p> <p>Diseases: Conditions led to trench foot, lice infestations, and widespread illnesses.</p> <p>Psychological Impact: Prolonged exposure to harsh conditions and the constant threat of attack caused severe mental strain, often leading to "shell shock" (now recognised as PTSD).</p> <p>Weapons and Technology: The war introduced machine guns, poison gas, and artillery, increasing the lethality and horror of battle.</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 Owen explores the power of nature. Use Evidence: Select a relevant quotation and analyse specific words or phrases. Interpret Language: Explain how Owen's word choices convey meaning. Evaluate Owen's Intentions: Discuss how he promotes certain ideas or critiques societal concepts. Structure Analysis: Use a coherent analytical writing structure.</p> <p>An aspirational student response: <i>Owen highlights nature's violent and cruel power in Exposure. This is evident in the quotation "the merciless iced east wind that knives us," where nature is personified as a ruthless and aggressive force. The word "merciless" shows the idea that the wind lacks any compassion, emphasising its relentless and unforgiving nature. The use of "iced" suggests the extreme cold, symbolising the deadly grip of winter. Furthermore, the verb</i></p>



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			metaphor or symbol to explore deeper themes.		<i>"knives" vividly illustrates the wind's violent, cutting force, likening it to an invisible weapon that inflicts pain on the soldiers. Through this depiction, Owen highlights how nature is the unseen and intangible enemy in war.</i>
<b>Lesson 4:</b> <b><u>Comparing poems</u></b>	<p>Understanding of Nature: Students will know how both "Storm" and "The Prelude" present ideas about power of nature through their themes and messages.</p> <p>Comparative Analysis Skills: Students will understand how to compare and contrast the presentation of power of nature in two different poems from the 'Power and Conflict' anthology.</p> <p>Key Quotations: Students will be familiar with key quotations from both "Storm" and "The Prelude" 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 of nature.</p> <p>Contextual Understanding: Students will understand the historical and social contexts of both poems and how these contexts influence the poets' portrayals of nature.</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 of nature.</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>		

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			<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>		
<b>Lesson 5:</b> <u><b>Responding to a Comparison Question</b></u>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>When responding to a comparison question, they need to consider:</p> <ul style="list-style-type: none"> <li><b>What</b> impression of the theme is created and presented to them? <b>What</b> is the poet telling them about that theme? <b>What</b> kind of power is being demonstrated (or not)?</li> <li><b>How</b> does the language used create these impressions? <b>How</b> do they understand the images being created?</li> <li><b>Why</b> do they think the writer chose this language? <b>Why</b> might the writer have wanted</li> </ul>		–	–	<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: Exposure:</p> <p>When presented with 'Exposure' by Wilfred Owen, one can't help but consider 'Storm on the Island' by Seamus Heaney. Both, Owen and Heaney explore the theme of nature in their poems, focusing on its power and influence over humans. In Exposure, Owen shows... Similarly, Heaney's Storm on the Island conveys... Both poems present nature as a powerful force. Exposure shows ... The line " " illustrates ... The use of " " suggests...</p> <p>Owen highlights... reflecting his ...</p> <p>In contrast, Heaney shows .... " " .</p> <p>The (word class/technique) " " suggests....</p> <p>Heaney highlights...</p> <p>Both poems explore the threat of nature on man. Owen shows ... through his reference to " ". This suggests ...The (technique) of " " highlights the idea that ...</p> <p>As someone who... Owen wrote this poem to....</p>

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	<p>to create these impressions? What might the reader be feeling and <b>why</b>?</p> <ul style="list-style-type: none"> <li>students will know how to use a concept map to help with planning their essay responses</li> </ul> <p>students will know that their responses need:</p> <ul style="list-style-type: none"> <li>an introduction <ul style="list-style-type: none"> <li>needs to acknowledge which poems you are comparing</li> <li>needs to establish an opinion/idea about the theme presented</li> <li>needs to refer to context (if relevant)</li> </ul> </li> <li>two-three comparative paragraphs <ul style="list-style-type: none"> <li>each paragraph should make a comparison point about each of the poems</li> <li>consider <b>what</b> impression of the theme the poet is creating, <b>how</b> language is used to create that impression and <b>why</b> the poet might want to create this impression (if relevant)</li> </ul> </li> </ul>				<p>Similarly, Heaney shows ... in the line "_____" and suggests ... Heaney highlights ....</p> <p>In conclusion, in Exposure and Storm on the Island, both poets explore the effects of power, emphasising ... Owen ..., while Heaney...</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. Emphasis on textual evidence, analysis of language, structure, and form. Consideration of the poets' intentions and the broader message about the nature of power and its effects.</p>