



Knowledge Rich Curriculum Plan

Year 11 Anthology Poetry Revision Summer 1



		The Sutton Academy			
Lesson/Learning Sequence	Intended Knowledge: Students will know that	Tiered Vocabulary	Prior Knowledge: In order to know this students, need to already know that	Written link the wider curriculum	Assessment
Spring 1 - Introducing the booklet. Big Question: How do the power 5 poems relate to the key themes of conflict?	Students will know that they will be closely analysing and revising five key poems from the anthology in preparation for the poetry anthology section of the literature exam. Students will also know that they should still have a working knowledge of the remaining ten poems, in the event that one of these is the 'given' poem on the exam. Students will understand the themes of the conflict poetry and will recognise how the power 5 poems relate to these themes and can be linked/compared.	Conflict: a struggle or clash of interests, opinion or principle. Absence: the noexistence or lack of something Pride: A sense of one's personal value or status	All poems in the anthology explore a conflict related theme. Students have already studied the poems from the anthology in year 10 and have completed comparative responses.		Students will be assessed on these skills for GCSE Literature Paper 2 Knowledge of poems assessed via Tassomai weekly goals. Weekly use of Quizlet to test knowledge of quotations Students will complete several comparative responses and WCF will be in the form of live feedback
Spring 1 Lesson 1 Big Question: How is the power of Man explored in Ozymandias and London?	Students will know the context of both Ozymandias and London. Students will know how to analyse and compare the poems Ozymandias and London. Students will understand the key structural points of the poems Ozymandias and London. Students will know the poets' wider message. Students will know how to use the comparative writing frame to answer the big question: How is the power of Man explored in Ozymandias and London?	Visage- a person's face. 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. Sonnet: a poem that has 14 lines, each containing 10 syllables, and a fixed pattern of rhyme, normally connected with love. Charter'd – meaning chopped, charted and mapped. Manacles- one of two metal bands joined by a chain, for fastening a person's hands or ankles. Appals- the Church is literally turned the colour of a pall (black) palls are associated with funerals	Both London and Ozymandias are poems which are critical of the arrogance of man. They will have read and closely studied these poems in year 10	Students have studied the anthology poetry in year 10.	using the visualiser. Students will be assessed on these skills for GCSE Literature Paper 2 Knowledge of poems assessed via Tassomai weekly goals. Weekly use of Quizlet to test knowledge of quotations



					on Academy
Lesson/Learning	Intended Knowledge:	Tiered Vocabulary	Prior Knowledge:	Written link the wider	Assessment
Sequence	Students will know that		In order to know this	curriculum	
			students, need to		
			already know that		
		Hapless- unfortunate.	, , , , , , , , , , , , , , , , , , , ,		
		•			
		Quatrain: a stanza			
		containing 4 lines.			
Lesson 2	Students will know how best to plan a response to the question on the power of man.		Both London and	Students have studied	Students will be assessed on
			Ozymandias are	anthology poetry in Year 10	these skills for GCSE
Bi - O	Students will know how to begin a response using the preferred approach 'When		poems which are	and have completed several	Literature Paper 2
Big Question:			critical of the	comparative poetry	
How is the	considering one can't help but think of'		arrogance of man.	responses.	Knowledge of poems
power of Man					assessed via Tassomai weekly
explored in	Students will know how to structure a comparative paragraph by analysing a		They will have read		goals.
Ozymandias			and closely studied		
-	modelled example.		these poems in year		Weekly use of Quizlet to test
and London?			10.		knowledge of quotations
	Students will know how to use the writing frame to answer the big question: How is				
	the power of Man explored in Ozymandias and London?				Big Question:
					How is the power of
	Suggested response:				Man explored in
	Both writers present Man's power as arrogant and boastful. Ozymandias' belief in his power as a god				I -
	in human form is revealed in the inscription on his enormous statue, created to show his power and				Ozymandias and
	immortalise his name. The line 'My name is Ozymandias, king of kings', a phrase taken from biblical				London?
	language, smacks of his arrogant and hubristic pride. However, Shelley's use of irony can be seen				
	when he reveals that this statue now lies 'trunkless' in the empty 'desert'. The statue's deterioration is				Live feedback given using the
	metaphor for Ozymandias' short-lived power and its positioning in the desert reminds the reader of his				visualiser
	forgotten state. As an atheist, Shelley would have vehemently disagreed with the pharaohs' belief				
	that they were gods and so, in his presentation of Ozymandias' statue, he undermines the ruler and				
	encourages the reader to see him as foolish. Similarly , Blake also presents Man's power as arrogant				
	and overbearing. In his poem he condemns institutes of power in London. It is clear that Blake				
	believes the people of London are exploited by organised religion and The Monarchy. Blake's clever				
	use of the metaphor in 'every black'ning Church appals' represents both the pollution in London				
	during the Industrial Revolution and his personal belief that the church was corrupt, taking money				
	while 'chimney sweepers (cried)'. Likewise, he criticises The Monarchy by suggesting they exploited				
	the 'hapless soldiers' by sending them off to war in their name. The extent of the exploitation and ill-				
	treatment can be seen in the line 'runs in blood down palace walls'. The emotive noun 'blood'				
	reveals Blake's belief that The Monarchy is guilty for the death of so many people. Furthermore, the				
Laccan 2	verb implies the extent of death caused in the name of King George III.	and a managed of the state of	Hamba akan b	Chudanta have 1 P. Lil	Cturdonto will be
Lesson 3	Students will know the context of both Ozymandias and Storm on the Island.	wizened – dried up	How to structure a	Students have studied the	Students will be assessed on
Big Question:		stooks - haystacks/	poetry comparison	poems in Year 10	these skills for GCSE
_	Students will know how to analyse and compare the poems Ozymandias and Storm on	sheaves of corn	response.	God Late Land	Literature Paper 2
How is the	the Island.	strafes – bombs with		Students have completed	
power of		artillery shells	Both Storm on the	several comparative poetry	Knowledge of oems assessed
nature explored	Charles will an denote a data has been stored at 1 to 1 to 1	salvo – simultaneous	Island and Ozymandias	responses.	via Tassomai weekly goals.
in Ozymandias	Students will understand the key structural points of the poems Ozymandias and	firing of artillery	are poems which		
	Storm on the Island.	Oxymoron: a figure of	explore the power of		Weekly use of Quizlet to test
and Storm on		speech in which	nature.		knowledge of quotations
the Island?					



				\ Ine Sutt	ton Academy
Lesson/Learning	Intended Knowledge:	Tiered Vocabulary	Prior Knowledge:	Written link the wider	Assessment
Sequence	Students will know that		In order to know this	curriculum	
			students, need to		
			already know that		
	Students will know the poets' wider message.	apparently	They will have read		
		contradictory terms	the poems in year 10		
		appear in conjunction.			
	Students will know how to use the comparative writing frame to answer the big	Semantic Field: a set of words grouped			
	question: How is the power of nature explored in Ozymandias and Storm on the	semantically (by			
	Island?	meaning) that refers			
	island?	to a specific subject.			
		Extended Metaphor: a			
		version of metaphor			
		that extends over the			
		course of multiple			
		lines, paragraphs, or			
		stanzas of prose or			
		poetry.			
		Blank Verse:			
		unrhyming verse in iambic pentameter			
		lines.			
Lesson 4	Students will know how best to plan a response to the question on the power of	mics.	How to structure a	Students have studied the	Students will be assessed on
			poetry comparison	poems in Year 10	these skills for GCSE
Big Question:	nature.		response.		Literature Paper 2
				Students have completed	
How is the	Students will know how to begin a response using the preferred approach 'When		How to annotate an	several comparative poetry	Knowledge of poems
power of	considering one can't help but think of'		example response	responses.	assessed via Tassomai weekly
nature explored					goals.
in Ozymandias	Students will know how to structure a full response by analysing a modelled example.		Both Storm on the		Washings of City to the
and Storm on	The state of the s		Island and Ozymandias		Weekly use of Quizlet to test
the Island?	Students will know how to use the writing frame to answer the his greation than it		are poems which explore the power of		knowledge of quotations
	Students will know how to use the writing frame to answer the big question: How is		nature.		Big Question:
	the power of nature explored in Ozymandias and Storm on the Island?		acure.		How is the power of
			They will have read		nature explored in
	Full response in Student Booklet		the poems in year 10		•
					Ozymandias and
					Storm on the Island?
					Students to analyse
					the modelled example
					Feedback on annotations
					given using the visualiser



Lesson/Learning	Intended Knowledge:	Tiered Vocabulary	Prior Knowledge:	Written link the wider	Assessment Assessment
Sequence	Students will know that	Thered Vocabulary	In order to know this	curriculum	Assessificati
Sequence			students, need to	Carrisaram	
			already know that		
Lesson 5	Students will know the context of both Kamikaze and Storm on the Island.	Culture- common	How to structure a	Students have studied the	Students will be assessed on
		values and beliefs of a	poetry comparison	poems in Year 10	these skills for GCSE
Big Question:	Students will know how to analyse and compare the poems Kamikaze and Storm on	community	response.		Literature Paper 2
How is the	the Island.	Honour- actions that confer respect and	Both Storm on the	Students have completed several comparative poetry	Knowledge of poems
power of		admiration	Island and Ozymandias	responses.	assessed via Tassomai weekly
•	Students will understand the key structural points of the poems Kamikaze and Storm	Sacrifice- to lose,	are poems which		goals.
nature explored	on the Island.	reject or give	explore the power of		
in Kamikaze		something valuable	nature.		Weekly use of Quizlet to test
and Storm on	Students will know the poets' wider message.	away	T ::::::::::::::::::::::::::::::::::::		knowledge of quotations
the Island?		Shunned- to be intentionally ignored	They will have read the poems in year 10		
		or avoided	the poems in year 10		
	Students will know how to use the comparative writing frame to answer the big				
	question: How is the power of nature explored in Kamikaze and Storm on the				
	Island?				
Lesson 6	Students will know how best to plan a response to the question on the power of		How to structure a	Students have studied	Students will be assessed on
	nature.		poetry comparison	anthology poetry in Year 10	these skills for GCSE
Big Question:	nature.		response.	and have completed several	Literature Paper 2
How is the	Students will know how to begin a response using the preferred approach 'When		D 11 C1 11	comparative poetry	l la f
power of			Both Storm on the Island and Kamikaze	responses.	Knowledge of poems assessed via Tassomai weekly
nature explored	considering one can't help but think of'		are poems which		goals.
in Kamikaze			explore the power of		
and Storm on	Students will know how to structure a comparative paragraph by analysing a		nature.		Weekly use of Quizlet to test
the Island?	modelled example.				knowledge of quotations
			They will have read the poems in year 10		Big Question:
	Students will know how to use the writing frame to answer the big question: How is		the poems in year 10		How is the power of
	the power of nature explored in Kamikaze and Storm on the Island?				nature explored in
	Suggested response:				Kamikaze and Storm
	When considering Garland's 'Kamikaze', one can't help but think of <u>Heaney's 'Storm on</u>				on the Island?
	the Island'. Both poems convey the power of nature as stronger than the power of man. However, where Garland presents nature as a positive and intoxicating force, one so				on the islands
	powerful that a kamikaze pilot abandons his duty and sacrifices his honour because				Live feedback given using the
	nature reminds him of the benefits of living, Heaney presents nature as a dangerous and				viualiser
	destructive force where people are forced to build protected communities to live in but				
	are still not safe from nature's destruction.				



	The Sutton Academy				
Lesson/Learning Sequence	Intended Knowledge: Students will know that	Tiered Vocabulary	Prior Knowledge: In order to know this students, need to already know that	Written link the wider curriculum	Assessment
Lesson 7	Students will know the context of both Kamikaze and Remains.	Colloquial language:	How to structure a	Students have studied the	Students will be assessed on
Big Question:	Students will know how to analyse and compare the poems Kamikaze and Remains.	the linguistic style used for casual	poetry comparison response.	poems in year 10.	these skills for GCSE Literature Paper 2
How is conflict	Students will know now to unaryse and compare the poems kunikaze and kemans.	(informal)			
explored in Kamikaze and Remains?	Students will understand the key structural points of the poems Kamikaze and Remains.	communication. enjambment: the continuation of a sentence without a	Both Remains and Kamikaze are poems which explore the effects of war and		Knowledge of poems assessed via Tassomai weekly goals.
	Students will know the poets' wider message.	pause beyond the end of a line, couplet, or	conflict.		Weekly use of Quizlet to test knowledge of quotations
	Students will know how to use the comparative writing frame to answer the big question: How is the conflict presented in Kamikaze and Remains?	stanza. idiom: a group of words established by usage as having a meaning not deducible from those of the individual words. (e.g. over the moon)	They will have read the poems in year 10		
Lesson 8 Big Question:	Students will know how best to plan a response to the question on the effects of conflict.		How to structure a poetry comparison response.	Students have studied the poems within the anthology in year 10.	Students will be assessed on these skills for GCSE Literature Paper 2
How are the			тезропзе.	iii year 10.	Enterature raper z
effects of conflict explored in Kamikaze and Remains?	Students will know how to begin a response using the preferred approach 'When considering one can't help but think of' Students will know how to structure a comparative paragraph by analysing a modelled example.		Both Remains and Kamikaze are poems which explore the effects of war and conflict.		Knowledge of poems assessed via Tassomai weekly goals. Weekly use of Quizlet to test knowledge of quotations
	· ·		They will have read		
	Students will know how to use the writing frame to answer the big question: How are		the poems in year 10		Big Question:
	the effects of conflict explored in Kamikaze and Remains?				How are the effects of
	Suggested response:				conflict explored in
	Both writers demonstrate the guilt experienced as a consequence of conflict. In both poems, once				Kamikaze and
	the soldiers have returned home, they still suffer. Garland implies that the pilot, who returned home, was ostracised and rejected by his family. This can be seen in the speaker's words 'my mother never				Remains?
	spoke again in his presence' implying the soldier is ignored by his family. Furthermore, the line 'nor did she meet his eye' reveals the feelings of shame that the family experienced over the soldier's failed mission. Garland creates empathy for shamed kamikaze pilots as the returned soldier she writes about				Live feedback given using the viualiser



					on Academy
Lesson/Learning Sequence	Intended Knowledge: Students will know that	Tiered Vocabulary	Prior Knowledge: In order to know this students, need to already know that	Written link the wider curriculum	Assessment
	is now 'dead' to his own family. Similarly, the soldier in 'Remains' also suffers as he cannot stop thinking about killing a man in cold blood. As a result, he suffers from PTSD – a common consequence of war. The line 'And the drink and the drugs won't flush him out' suggests the speaker is being abusive towards himself as a way of blocking out the trauma of war. The alliteration in this example reinforces the speaker's pain, while the repetition of the word 'and' suggests the soldier has taken many measures to rid himself of the difficult memory he lives with. Both soldiers have experienced trauma as a result of what they experienced as a result of war and the poets show how this continues to affect them post war.				
Lesson 9 Big Question:	Students will know how to analyse and compare the poem Remains with another poem from the anthology.		How to structure a poetry comparison response.	Students have studied poetry anthology in year 10.	Students will be assessed on these skills for GCSE Literature Paper 2
How are ideas about identity explored in	Students will consider which other poems explore the theme of identity from the power 5 poems.		Which poems explore the theme of identity.		Knowledge of poems assessed via Tassomai weekly goals.
Remains and another poem from the	Students will understand the key structural points of Remains and consider how these may link to other poems structural points of Ozymandia, London and Kamikaze.		They will have read the poems in year 10		Weekly use of Quizlet to test knowledge of quotations
anthology?	Students will know the poets' wider message.				Big Question: How are ideas about
	Students will know how to use the comparative writing frame to answer the big question: How are ideas about identity explored in Remains and another poem from the anthology?				identity explored in Remains and another poem from the anthology?
Lesson 10 Big Question: How are ideas	Students will know how best to plan a response to the question on the effects of conflict.		How to structure a poetry comparison response.	Students have studied the poetry anthology in year 10.	Students will be assessed on these skills for GCSE Literature Paper 2
about identity explored in Remains and	Students will know how to begin a response using the preferred approach 'When considering one can't help but think of'		Which poems explore the theme of identity.		Knowledge of poems assessed via Tassomai weekly goals.
another poem from the anthology?	Students will know how to use the writing frame to answer the big question: How are ideas about identity explored in Remains and another poem from the anthology?		They will have read the poems in year 10		Weekly use of Quizlet to test knowledge of quotations Big Question: How are ideas about
					identity explored in Remains and another poem from the anthology?



Intended Knowledge:	Tiered Vocabulary	Prior Knowledge:	Written link the wider	Assessment
Students will know that		In order to know this	curriculum	
		students, need to		
		already know that		
				Live feedback given using the
				visualiser
		· · · · · · · · · · · · · · · · · · ·	Students will know that In order to know this students, need to	Students will know that In order to know this students, need to