



The Sutton Academy

Knowledge Rich Curriculum Plan

Year 11 Anthology Poetry Revision Summer 1

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>	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 no-existence 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 using the visualiser.
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.	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

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		Hapless- unfortunate. Quatrain: a stanza containing 4 lines.			
Lesson 2 Big Question: How is the power of Man explored in Ozymandias and London?	Students will know how best to plan a response to the question on the power of man. 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. 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? <u>Suggested response:</u> <i>Both writers present Man’s power as arrogant and boastful. Ozymandias’ belief in his power as a god in human form is revealed in the inscription on his enormous statue, created to show his power and immortalise his name. The line ‘My name is Ozymandias, king of kings’, a phrase taken from biblical 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 metaphor for Ozymandias’ short-lived power and its positioning in the desert reminds the reader of his 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 verb implies the extent of death caused in the name of King George III.</i>		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 anthology poetry in Year 10 and have completed several comparative poetry 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 Big Question: How is the power of Man explored in Ozymandias and London? Live feedback given using the visualiser
Lesson 3 Big Question: How is the power of nature explored in Ozymandias and Storm on the Island?	Students will know the context of both Ozymandias and Storm on the Island. Students will know how to analyse and compare the poems Ozymandias and Storm on the Island. Students will understand the key structural points of the poems Ozymandias and Storm on the Island.	wizened – dried up stooks - haystacks/ sheaves of corn strafes – bombs with artillery shells salvo – simultaneous firing of artillery Oxymoron: a figure of speech in which	How to structure a poetry comparison response. Both Storm on the Island and Ozymandias are poems which explore the power of nature.	Students have studied the poems in Year 10 Students have completed several comparative poetry responses.	Students will be assessed on these skills for GCSE Literature Paper 2 Knowledge of oems assessed via Tassomai weekly goals. Weekly use of Quizlet to test knowledge of quotations

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	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 nature explored in Ozymandias and Storm on the Island?	apparently contradictory terms appear in conjunction. Semantic Field: a set of words grouped semantically (by meaning) that refers 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.	They will have read the poems in year 10		
Lesson 4 Big Question: How is the power of nature explored in Ozymandias and Storm on the Island?	Students will know how best to plan a response to the question on the power of nature. 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 full response by analysing a modelled example. Students will know how to use the writing frame to answer the big question: How is the power of nature explored in Ozymandias and Storm on the Island? <u>Full response in Student Booklet</u>		How to structure a poetry comparison response. How to annotate an example response Both Storm on the Island and Ozymandias are poems which explore the power of nature. They will have read the poems in year 10	Students have studied the poems in Year 10 Students have completed several comparative poetry 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 Big Question: How is the power of nature explored in Ozymandias and Storm on the Island? Students to analyse the modelled example Feedback on annotations given using the visualiser

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Lesson 5 Big Question: How is the power of nature explored in Kamikaze and Storm on the Island?	Students will know the context of both Kamikaze and Storm on the Island. Students will know how to analyse and compare the poems Kamikaze and Storm on the Island. Students will understand the key structural points of the poems Kamikaze and Storm on the Island. 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 nature explored in Kamikaze and Storm on the Island?	Culture- common values and beliefs of a community Honour- actions that confer respect and admiration Sacrifice- to lose, reject or give something valuable away Shunned- to be intentionally ignored or avoided	How to structure a poetry comparison response. Both Storm on the Island and Ozymandias are poems which explore the power of nature. They will have read the poems in year 10	Students have studied the poems in Year 10 Students have completed several comparative poetry 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
Lesson 6 Big Question: How is the power of nature explored in Kamikaze and Storm on the Island?	Students will know how best to plan a response to the question on the power of nature. 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. Students will know how to use the writing frame to answer the big question: How is the power of nature explored in Kamikaze and Storm on the Island? <u>Suggested response:</u> <i>When considering Garland's 'Kamikaze', one can't help but think of Heaney's 'Storm on 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 powerful that a kamikaze pilot abandons his duty and sacrifices his honour because nature reminds him of the benefits of living, Heaney presents nature as a dangerous and destructive force where people are forced to build protected communities to live in but are still not safe from nature's destruction.</i>		How to structure a poetry comparison response. Both Storm on the Island and Kamikaze are poems which explore the power of nature. They will have read the poems in year 10	Students have studied anthology poetry in Year 10 and have completed several comparative poetry 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 Big Question: How is the power of nature explored in Kamikaze and Storm on the Island? Live feedback given using the vualiser

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Lesson 7 Big Question: How is conflict explored in Kamikaze and Remains?	Students will know the context of both Kamikaze and Remains. Students will know how to analyse and compare the poems Kamikaze and Remains. Students will understand the key structural points of the poems Kamikaze and Remains. 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 conflict presented in Kamikaze and Remains?	Colloquial language: the linguistic style used for casual (informal) communication. enjambment: the continuation of a sentence without a pause beyond the end of a line, couplet, or 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)	How to structure a poetry comparison response. Both Remains and Kamikaze are poems which explore the effects of war and conflict. They will have read the poems in year 10	Students have studied the poems in year 10.	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
Lesson 8 Big Question: How are the effects of conflict explored in Kamikaze and Remains?	Students will know how best to plan a response to the question on the effects of conflict. 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. Students will know how to use the writing frame to answer the big question: How are the effects of conflict explored in Kamikaze and Remains? <u>Suggested response:</u> Both writers demonstrate the guilt experienced as a consequence of conflict. In both poems, once 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 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		How to structure a poetry comparison response. Both Remains and Kamikaze are poems which explore the effects of war and conflict. They will have read the poems in year 10	Students have studied the poems within the anthology in year 10.	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 Big Question: How are the effects of conflict explored in Kamikaze and Remains? Live feedback given using the vualiser

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	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: How are ideas about identity explored in Remains and another poem from the anthology?	Students will know how to analyse and compare the poem Remains with another poem from the anthology. Students will consider which other poems explore the theme of identity from the power 5 poems. Students will understand the key structural points of Remains and consider how these may link to other poems structural points of Ozymandias, London and Kamikaze. Students will know the poets' wider message. 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?		How to structure a poetry comparison response. Which poems explore the theme of identity. They will have read the poems in year 10	Students have studied poetry anthology in year 10.	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 Big Question: How are ideas about identity explored in Remains and another poem from the anthology?
Lesson 10 Big Question: How are ideas about identity explored in Remains and another poem from the anthology?	Students will know how best to plan a response to the question on the effects of conflict. 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 use the writing frame to answer the big question: How are ideas about identity explored in Remains and another poem from the anthology?		How to structure a poetry comparison response. Which poems explore the theme of identity. They will have read the poems in year 10	Students have studied the poetry anthology in year 10.	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 Big Question: How are ideas about identity explored in Remains and another poem from the anthology?

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