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**Knowledge Rich Curriculum Plan**

The Duffy Anthology

**Year 12: Spring 1**



| **A Level English** **Poetry**  |  |  |  |  |
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| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* | **Assessment**  |
| **Lesson 1:****Before you were Mine** | * Students will know that the poem is written in 1st person.
* Students will know that the poem is about the speaker pondering her mother's life before she was born
* Students will know that in Buddhism, there is a belief that a child chooses their own parents
* Students will know that key themes of the poems include: love; parental relationships, time and freedom.
 | Tier 3 **Imagery:** visually descriptive or figurative language, especially in a literary work.**Onomatopoeia:** a word that actually looks like the sound it makes | * ***Students will need to know how to approach and analyse a poem.***
* ***Students will already know the way in which Duffy deals with the complexities of parent-child relationships.***
 | * *Students will be assessed on a poem from this anthology during their A: level exam.*
* *Big Question: Can we ever really know our mothers and their life before us?*
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| **Lesson 2:****Mean Time** | * Students will know that the poem is written in 1st person.
* Students will know that the poem is about the regret and loss from a broken relationship
* Students will know that in poem, the surroundings are described in relation to the speaker's feeling of loss
* Students will know that key themes of the poems include: loss, regret, mistakes, time, loss, mourning for the loss of love
 | Tier 3 **Dramatic Monologue**: a poem in the form of a speech or narrative by an imagined person**Pathetic Fallacy:** the weather reflecting the mood | * ***Students will need to know how to approach and analyse a poem.***
 | * *Students will be assessed on a poem from this anthology during their A: level exam.*
* *Big Question: Can we ever really know our mothers and their life before us?*
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| **Lesson 3:****Writing Disappointment** | * Students will know that this part of the course is concerned with the nature and function of poetic voices in the telling of events and the presentation of people.
* **Students will know how to respond to the question: Examine how Duffy presents disappointment in Never Go Back and one other poem**
* Students will know that AO1 is to apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.
 |  | * ***Students will need to know how to approach and analyse a poem.***
 | * *Students will be assessed on a poem from this anthology during their A: level exam.*
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| **Lesson 4:****Writing Review for Disappointment** | * **Students will know how to improve their response with teacher feedback.**
 |  | * ***Students will need to know how to approach and analyse a poem.***
 | * *Students will be assessed on a poem from this anthology during their A: level exam.*
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| **Lesson 5:****First Love** | * Students will know the poem is written in first person.
* Students will know that In ‘First Love’, the speaker describes waking from a dream of their ‘first love’. The speaker describes a moment of intimacy
* between the pair – either within the dream or through a memory.
* Students will know how the speaker remembers the first love fondly, revealing that it has been years since they saw each other.
* Students will know that in the poem's themes are: love, relationships, regret, memory and loss.
 | Tier 3 **Assonance:** repetition of the vowel sounds.**Plosive sounds:** harsh sounds created by alliteration | * ***Students will need to know how to approach and analyse a poem.***
* ***Students will know that the traditional love poem form is a sonnet and what the typical features are.***
* ***Students will be able to address how Duffy subverts the form.***
 | * *Students will be assessed on a poem from this anthology during their A: level exam.*
* *Big Question: Does love leave you too vulnerable?*
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| **Lesson 6:** **Small Female Skull** | * Students will know the poem is written in first person.
* Students will know that a skull has connotations of death, decay and evil or protection, strength, power, fearlessness, wisdom and guidance, overcoming death, surviving through a difficult time, or even immortality.
* Students will know how the speaker is presented as distressed and vulnerable Isolated and unable to communicate with others and Haunted by painful memories.
* Students will know that in the poem's themes are Self-examination, Vulnerability, Isolation, Death, Identity, Relationships
* Students will know that the adult persona of the poem imagines holding her own skull or the skull of her younger self in her hands
* The students will know that Since the Renaissance, the image of holding the skull is well known in art and literature. Known as ‘memento mori’ which translates as ‘remember that you have to die’.
* The students will know that the image of the woman sitting on the lavatory with her head in her hands also seems to be an ironic reference to another famous image – Rodin’s sculpture of The Thinker.
 | Tier 3**Anaphora:** the use of a word referring back to a word used earlier in a text or conversation, to avoid repetition, for example the pronouns he, she, it.**Plosive sounds:** harsh sounds created by alliteration | * ***Students will need to know how to approach and analyse a poem.***
* ***Students will understand the varying ways that Duffy deals with femininity and vulnerability in her work.***
* ***Students will understand the subtle difference between poet and persona***
 | * *Students will be assessed on a poem from this anthology during their A: level exam.*
* *Big Question: How do people deal with their mortality?*
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| **Lesson 7:****Beachcomber** | * Students will know the poem is written in first person.
* Students will know that in the poem the title refers to the girl described in the poem. Double meaning in so far as it describes her activities but could also be the speaker ‘combing’ their mind for memories. The poem is recollecting a distant past.
* Students will know how the speaker remembers the first love fondly, revealing that it has been years since they saw each other.
* Students will know that in the poem's themes are: Time, Memories, Childhood, Place, Innocence/Loss of innocence
 | **A Beachcomber:** a vagrant who makes a living by searching beaches for articles of value and selling them**Asyndetic listing:** listing without the use of a conjunction, just a comma | * ***Students will need to know how to approach and analyse a poem.***
* ***Students will understand the subtle difference between poet and persona***
 | * *Students will be assessed on a poem from this anthology during their A: level exam.*
* *Big Question: Are the adults we become the product of our childhood experience?*
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| **Lesson 8:****Nostalgia**  | * Students will know that the poem is told in the form of a story.
* Student will know that the title of the poem refers to a longing for the past and for a home left behind.
* Students will know that the poem explores themes of identity, the past and memories.
* Students will know that the senses and memories and strongly linked, especially the sense of smell.
 | **Mercenary:** A mercenary, sometimes also known as a soldier of fortune or hired gun, is a private individual, particularly a soldier, that joins a military conflict for personal profit.**Consonance:** Consonance is a stylistic literary device identified by the repetition of identical or similar consonants in neighbouring words whose vowel sounds are different. Consonance may be regarded as the counterpart to the vowel-sound repetition known as assonance. | * ***Students will already know the unique way in which Duffy deals with ideas of nostalgia.***
* ***Students will be able to see how ideas of identity are dealt with in this poem and others by this poet.***
 | * *Students will be assessed on a poem from this anthology during their A: level exam.*
* *Big Question: Is nostalgia by its very nature idealised and flawed.*
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| **Lesson 9:****Close**  | * Students will know that the title of the poem is ambiguous, it could suggest both closeness and closure.
* Students will know that the poem deals with themes of past memories, identity, time, love and relationships.
* Students will explore how love challenges our identity.
* Students will be able to make links between this poem and others written by Duffy.
 | **Idiomatic Phrase:** An idiom is a phrase or expression that typically presents a figurative, non-literal meaning attached to the phrase; but some phrases become figurative idioms while retaining the literal meaning of the phrase.**Homophone:** each of two or more words having the same pronunciation but different meanings, origins, or spelling, for example *new* and *knew*. | * ***Students will need to know how to approach and analyse a poem.***
* ***Students will understand the nature of ambiguity and how writers manipulate connotations for effect.***
 | * *Students will be assessed on a poem from this anthology during their A: level exam.*
* *Big Question: Do we lose something of our identity when we enter relationships.*
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| **Lesson 10:****Writing Bitterness**  | * **Students will know how to respond to the question: Examine how Duffy presents Bitterness in Captain of the 1964 Top of the Form Team and one other poem**
* Students will know that AO1 is to apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.
 |  | * ***Students will need to know how to approach and analyse a poem.***
 | * *Students will be assessed on a poem from this anthology during their A: level exam.*
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| **Lesson 11:****Writing Review Bitterness** | * **Students will know how to improve their response with teacher feedback.**
 |  | * ***Students will need to know how to approach and analyse a poem.***
 | * *Students will be assessed on a poem from this anthology during their A: level exam.*
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