



The Sutton Academy

Knowledge Rich Curriculum Plan

GCSE English Literature – AQA Power and Conflict and Unseen Poetry

Year 10



GCSE English Literature:					
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>	Link to wider Curriculum:	Assessment
Lesson 1: Ozymandias – Percy Bysshe Shelley	- 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. <u>Context</u> - Shelley wrote the poem in 1819 when a large statue of the Egyptian Pharaoh Ramesses II was unearthed. - Egyptian Pharaohs believed that they were Gods in human form and their legacy would last forever, - 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.’ - Shelley was a rebel and embraced anarchy - He was expelled from Oxford University for publishing pamphlets about Atheism. <u>Structure</u> - Shelley uses frame narration: the story is told to use by someone who has heard it from someone else first - 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 <u>Quotations:</u> ‘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.	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 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	- Poems have multiple, deeper multiples - Poems contain a ‘speaker, a voice.’	Tyrant link to Hunger Games and Macbeth	Poetry is assessed in Lit Paper 2 Knowledge Retrieval: - A simile is... a comparison using like or as. - Enjambment is... when a line of poetry is not end-stopped and continues on to the next line. - Imagery is... using language to create pictures in the mind of the reader. - Caesura is... when the poet uses punctuation in the middle of a line to create a pause. Hinge question: What is Shelley trying to highlight about the nature of power?

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	'Half-sunk, a shattered visage lies' – broken face. Shelley uses this metaphor to enable to readers to understand that it is not recognisable anymore. He was once a powerful, famous and mighty ruler, but now is sunk into the desert. 'sneer of cold command' – demonstrates the cruelty of the ruler, showing he is unsympathetic, malicious and arrogant. '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.				
Lesson 2: How do Ozymandias and Exposure explore the power of nature?	<u>Context</u> - This poem was written during World War I. - Owen had joined the army in 1915 but was hospitalised in May 1917 suffering from 'shell shock' (today known as PTSD – Post-Traumatic Stress Disorder). - By the winter of 1917 both sides had sustained massive losses and extreme cold weather made the misery even worse. - The poem depicts the horrific conditions of war. - Owen wanted to show the reality of war in contrast to the propaganda that was being feed to the British nation at home. <u>Structure</u> - Owen uses half-rhymes, breaking the rhythm of the poem and creating a jarring tone - Owen indents the final line of each stanza and repeats vocabulary such as 'nothing' and 'dying' to	Alliteration: the occurrence of the same letter or sound at the beginning of adjacent or closely connected words. Personification: the attribution of a personal nature or human characteristics to something non-human Assonance: resemblance of sound between syllables of nearby words, arising particularly from the rhyming of two or more stressed	- Poems have multiple, deeper multiples - Poems contain a 'speaker'	Link to Y9 <i>Riots and Rebels</i> poetry unit	Knowledge Retrieval: - Shelley explores the power of nature in <i>Ozymandias</i> when he states that the statue's face is 'half-sunk', which suggests... that nature is able to ultimately reclaim everything created by humanity and overpower it. - Shelley describes the statue as having a 'sneer of cold command', implying that... the tyrant's cruelty is visible through the stature's image. - The use of imagery in 'nothing beside remains' indicates the power of time as.... ultimately the power of the tyrant has diminished and his statue has been destroyed.

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	emphasise the tragedy of war and power of nature over humanity - Owen uses repetition in the final line of each stanza to emphasis the impact of the weather on the soldiers – dying and without help. <u>Quotations:</u> ‘Our brains ache, in the merciless iced east wind that knife/ us...’ – the personification in the opening lines depict the soldiers are hurt and vulnerable, victims of the hostile environment ‘We only know war lasts, rain soaks, and clouds sag stormy/ Dawn massing in the east’ - The dawn is personified as female, but a cruel and merciless taker (not a creator) of life. This has the effect of subverting the expected view of mother nature. ‘this frost will fasten on the mud and us,/Shrivelling many hands, puckering foreheads crisp’ – nature is shown to be overwhelming and cruel, surrounding and attacking the soldiers as if it is also an enemy <u>Writing:</u> They will know the following assessment objectives: - AO1- Read, understand, and respond to texts using a critical style, with quotations and varied interpretations. - AO2- Analyse the language, form and structures used by a writer to create meaning and effects, use subject terminology - AO3: Show understanding of the relationships between texts and the contexts in which they are written.	vowels, but not consonants (e.g. sonnet, porridge) Half rhyme: a rhyme in which the stressed syllables of ending consonants match, however the preceding vowel sounds do not match			Writing Practice: Compare how poets present ideas about the power of nature in <i>Exposure</i> and one other poem of your choice. Model Introduction: Owen and Shelley both explore nature as an overwhelming force in <i>Exposure</i> and <i>Ozymandias</i>. Where Owen uses his experiences in the trenches during WW1 to personify nature as cruel, determined and dangerous, Shelley instead creates an impression of nature as unyielding, eternally powerful and ultimately as victorious over humanity. Model Paragraph: In <i>Exposure</i>, Owen personifies nature as cruel and vicious when he describes experiencing the ‘merciless iced east winds that knife us’ during his time in the trenches. The combination of the adjective ‘merciless’ and the verb ‘knife’ suggests that nature is deliberately and violently attacking the soldiers – possibly to indicate that they are at risk of more than just the opposing army. In contrast, Shelley presents nature as an unintentionally destructive force in <i>Ozymandias</i>. Shelley’s focus is on the impact of nature on an inanimate object, the statue, rather than on people. It can be inferred from the description of two vast and trunkless legs of stone... in the desert’ that over time nature has worn away the rest of the statue, indicating that nature is innately powerful and damaging to human creations. As the statue is of an Egyptian Pharaoh, and Ancient Egyptian beliefs stated that pharaohs were gods who would live

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	- AO4: Use a range of vocabulary and sentence structures for effect with accurate spelling and punctuation. They must: - Compare in every paragraph - Give relevant examples/quotes - Don't just explain WHAT happens but WHY - Give more than one idea about possible meanings - Use accurate language to discuss devices				forever, Shelley may have been intending to criticise the idea that humanity or religion was enduring when compared to nature and encourage the reader to question their understanding of nature; whereas Owen's use of personification appears to be designed to elicit sympathy for the soldiers who are being savagely attacked by the elements.
Lesson 3: How do Ozymandias and Extract from The Prelude explore the effects of nature on the human world?	<u>Context</u> - Wordsworth was a Romantic poet - he wrote poems about the world we live in intended to challenge the way people thought about the world at the time <i>The Prelude</i> is a much longer poem that first into the genre of 'epic' poetry - the poem explores the spiritual and moral development of a man growing up - this extract describes a young man taking a journey on a boat, which represents a more spiritual journey - at first nature is at peace with the poet, but then it becomes rougher and more hostile, and even predatory <u>Structure</u> - at the beginning of the poem the persona appears to view themselves as much powerful than nature, as if he is able to conquer nature - as the poem progresses it becomes clear that he is challenging nature somehow, entering into a conflict that he cannot win	Romanticism: a style and movement in art, music and literature in the late 18th century and early 19th century, in which strong feelings, imagination and a return to nature were more important than reason, order and intellectual ideas Epic: a long poem about the actions of great men and women or about a nation's history Symbolism: the use of symbols to represent ideas, especially in art or literature	- Assessment Objective 1 is read, understand and respond to texts using a critical style using quotations and varied interpretations. - AO2 is Analyse the language, form and structure used by a writer to create meaning and effects, use subject terminology - AO3 is the ability to link poems to their context. - Poems have multiple, deeper multiples - Poems contain a 'speaker'.	Romanticism links to study of <i>Frankenstein</i> in Y8.	Knowledge Retrieval: - An allegory is... a story in which all characters or events are symbolic of ideas. - Owen wrote about his experiences... of trench warfare during the first world war. - Shelley was a controversial figure in the 19th century because... he spoke out against the Church. - Assonance is... the repetition of vowel sounds in nearby words. Writing Practice: Compare how poets present ideas about the effects of nature on the human world in extract from <i>The Prelude</i> and one other poem of your choice.

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	by the end of the poem, the persona has been forced to turn back and is shown to be less powerful than nature <u>Quotations</u> 'one summer evening (led by her) – nature personified as female; pathetic fallacy of 'summer' presents a positive and peaceful impression at the beginning of the poem 'She was an elfin pinnacle; lustily/I dipped my oars into the silent lake' – the adjective 'elfin' connotes something feminine and dainty, personifying the mountain. There is sexual connotation to 'lustily' suggesting a romantic adventure. There is a suggestion that he feels powerful and in control over nature. 'a huge peak, black and huge,/as if with voluntary power instinct/Upreared its head' – there is a shift to the mountain as a threatening presence, emphasised by the repetition. It is still personified, but no longer feminine. 'With trembling oars I turned' – emphasises the personas sudden fear; he has been challenged by nature and now retreats to go home. 'o'er my thoughts/there hung a darkness' – juxtaposed to the beginning of the poem; he is now fearful and cowed by nature.	Persona: the voice of the person speaking in the poem, who may be different from the poet themselves.			
Lesson 4: How is the power of humanity over the world explored in <i>Tissue</i> and <i>Ozymandias</i>?	<u>Context</u> - Imtiaz Dharker was born in Pakistan, raised in Glasgow and now lives in Britain and India. This could link to the reference of maps in the poem. <i>Tissue</i> is a poem from the 2006 collection <i>Terrorist at my table</i>	Abstract – Something based on an idea, something conceptual Optimistic- hopeful and confident about the future	Assessment Objective 1 is read, understand and respond to texts using a critical style using quotations and varied interpretations.	Link to Y9 <i>Riots and Rebels</i> poetry unit	Knowledge Retrieval: - One similarity between <i>Exposure</i> and <i>Ozymandias</i> is... both poets suggest that nature is more powerful than anything that humanity. - One difference between <i>Exposure</i> and <i>Ozymandias</i> is... that Owen uses

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	- Dharker herself has stated that the poem was inspired by her discovery of her father's old Koran, in the back of which he had recorded similar information to that referenced in lines 6-10. This paper has connected their generations. - Typical themes of her work include religion, terrorism, global politics, and identity. <u>Structure</u> - The poem is written in free verse, lack of regular rhythm or rhyme to reflect a world that should break free from restriction. - The use of enjambement reflects freedom and openness that the voice desires, can also create a calm tone. - The poem begins with the joy of simple things like well-used paper, and wonders what the world would be like if it had the same qualities. The final part of the poem is hopeful and a warning against pride but in favour of growth and acceptance. - The final line also stands out. This is for the reader to focus on their own identity and how it is created. <u>Quotations</u> 'Paper that lets the light/shine through, this/is what could alter things' – this is the first image referred to in Dharker's tweet: a metaphorical description of human skin as fragile paper. It is affected by the light, which is symbolic of hope, suggesting that there is a way forward. 'If buildings were paper, I might/feel their drift' – this is the second image referred to in Dharker's tweet: the buildings represent the rigid social structures, which the persona wishes	Monolith - a large single upright block of stone, especially one shaped into or serving as a pillar or monument.	- AO2 is Analyse the language, form and structure used by a writer to create meaning and effects, use subject terminology - AO3 is the ability to link poems to their context. - Poems have multiple, deeper multiples - Poems contain a 'speaker'.		personification to indicate that nature is aggressive, whereas Shelley uses sibilance to indicate that nature is dangerous. 3. Both poems are similar/different to <i>The Prelude</i> as... they place humanity in opposition to nature/Shelley and Owen present danger as an externally destructive force whereas Wordsworth presents the persona as experiencing an internal conflict in response to nature. Writing Practice: Compare how poets present ideas about the power of humanity over the natural world in <i>Tissue</i> and one other poem of your choice.

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	could be more flexible. The poet hopes that these structures are changing, thus wishing they could see the movement. ‘An architect could use all this,/place layer over layer’ – this creates a metaphor of the city as human lives being layered together. The persona suggests that if all of these lives are intertwined then they can be used to help each other, eventually letting light in. ‘living tissue, raise a structure/never meant to last’ – this suggests that social structures should not be rigid and immovable, but should be able to change and develop in order.				
Lesson 5 – <i>Kamikaze</i> – Beatrice Garland	<u>Context</u> - Kamikaze pilots are specially trained Japanese pilots that were used at the end of WW2. - They flew their planes on suicide missions into enemy ships – this was a great honour to serve your country in this way. - The pilot in the poem does not complete his mission. He admires the natural beauty of the world and thinks of his family, so he turns home and is shunned by the community. - The poem is written both from a narrator and daughter of the pilot. The narrator explains the events, almost translating the story, while the speaker gives a first-person account of how they excluded her father - Beatrice Garland lives in London and is a clinician and researcher for the NHS alongside writing poetry. She has said, "I spend a lot of the day listening to other people's worlds." This is often reflected in her poetry.	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	- Assessment Objective 1 is read, understand and respond to texts using a critical style using quotations and varied interpretations - AO2 is Analyse the language, form and structure used by a writer to create meaning and effects, use subject terminology - AO3 is the ability to link poems to their context - Poems have multiple, deeper multiples - Poems contain a ‘speaker’	Link to Y9 <i>Riots and Rebels</i> poetry unit	Knowledge Retrieval: - In <i>Exposure</i>, Owen uses personification to... present nature as violent demonstrated in the line ‘merciless iced east wind that knives us’, which creates the impression that... the wind is deliberately and cruelly assaulting the persona. - Similarly, Wordsworth uses personification to... imply that the mountain wants to intimidate the persona as can be seen when the persona states ‘a huge peak [...] upreared its head’, suggesting... nature is angered by the attitude of the persona and wants to reassert power over him. - Wordsworth was a Romantic poet, which means... he is writing in a tradition of powerful feelings and trying to interpret the power of nature.

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	- When writing the poem Kamikaze, she was inspired into looking into the motivations as to why people wanted to die for their country - From the collection “The Invention of Fireworks” (2014) The collection was shortlisted for the 2014 Forward Prizes for the Best First Collection, which shows it had a very good reception in the literary world. Overarchingly, the poems explore life and death within the natural world. They also investigate how in the twentieth century, mankind becomes a threat not just to nature but to itself as well. It looks at human turbulence and how we should seek solace in the power of nature, as a reminder that an otherwise bleak life still possesses beauty. <u>Structure</u> - Garland uses two forms of narration to show us how enduring the effects of this incident are, as it is a story told across generations - the use of italics represents words directly said by the daughter of the man described, whereas the regular text indicates the persona’s description of the story - the use of enjambment also represents the enduring and continuous nature of the incident – it does not stop affecting the family, even over time - the poem is structured into tightly controlled stanza lengths of 6 lines, which perhaps reflects the order and obedience expected of a soldier. - this structure is juxtaposed and undermined by the free verse and enjambment. The attempts of freedom within the confines of the strict stanza structure suggests her father had his own desires, roles and individuality within the constrictions put in place by the Japanese government.				Hinge Question: What kind of power is Garland exploring?

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	<u>Quotations</u> 'Her father embarked at sunrise' – sunrise is often symbolic of hope or a new start but it is ironic; here the father is leaving, expecting to die (an ending) but his return home results in a different ending (his social ostracization) 'little fishing boats/strung out like bunting/on a green-blue translucent sea' – an image of the beauty of nature factors into his decision to return; the simile conjures images of celebrations or parties 'and remembered how he and/his brothers waiting on the shore/built cairns of pearl-grey pebbles' – nature is associated with positive memories of family and childhood 'to the shore, salt-shodden, awash/with cloud marked mackerel,/black crabs, feathery prawns,/the loose silver of whitebait and once/a tuna, the dark prince, muscular, dangerous' – listing emphasises the beauty of nature, but the description of the tuna has connotations of threat, reminding the pilot of the deadly journey he is on 'And though he came back/his mother never spoke again/in his presence' – the shame of failing to carry out the mission results in him being ostracised from society and his own family, severing the positive connections between family and nature alluded too earlier in the poem				

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	'til gradually we too learned/to be silent' – the children are influenced by the adults, demonstrating the power of social norms				
Lesson 6 – How is the importance of family relationships explored in <i>Kamikaze</i> and <i>Poppies</i>?	<u>Context</u> - Weir was born in 1963 and lived in Northern Ireland during the troubles in the 1980's - She has two sons which may have influenced her desire to explore what caused young boys to go to war and fight - Weir was also a textile designer which explains her use of related imagery - Poppies grew in battlefields and became a symbol of remembrance in 1921, Armistice Sunday also became a way to remember World War Two - When Poppies was written, British soldiers were still dying in wars in Iraq and Afghanistan. <u>Structure</u> - the poem is written as a monologue with no rhyme scheme - the stanzas are structured along events in the relationship between mother and child - the use of enjambment suggests the mother's emotions cannot be contained and reinforce the idea of the poem as being spoken by the persona <u>Quotations</u> 'Before you left,/I pinned one onto your lapel, crimped petals,/spasms of paper red' – introduces the theme of loss straight away, emphasising the idea that someone is gone; 'spasms' has connotations of pain and suffering	Armistice: an agreement made by opposing sides in a war to stop fighting for a certain time; a truce. Lapel: the part on each side of a coat or jacket immediately below the collar which is folded back on either side of the front opening. Intoxicated: drunk or under the influence of drugs. Wishbone: According to a popular custom, this bone from a cooked bird is broken by two people and the holder of the longer portion is then entitled to make a wish.	- Students will need to know the two poems - Assessment Objective 1 is read, understand and respond to texts using a critical style using quotations and varied interpretations - AO2 is Analyse the language, form and structure used by a writer to create meaning and effects, use subject terminology - AO3 is the ability to link poems to their context.	Link to Y9 <i>Riots and Rebels</i> poetry unit	Knowledge Retrieval: - In <i>Kamikaze</i>, Garland illustrates the enduring effects of the failed kamikaze flight by... using the frame narration to show that the grandchildren of the pilot also feel that sense of shame. - In <i>Exposure</i>, Owen creates a sense of nature as... violent through... the repetition of 'dying' at the end of several stanzas. - One similarity between the presentation of conflict in <i>Kamikaze</i> and <i>Exposure</i> is... that conflict seems to be enduring and continuous. - One difference between the presentation of conflict in <i>Kamikaze</i> and <i>Exposure</i> is... that Garland explores internal conflict whereas Owen focuses more on external conflict. Writing Practice: Compare how poets present ideas about the importance of family relationships in <i>Poppies</i> and one other poem of your choice.

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	'Sellotape bandaged around my hand,/I rounded up as many white cat hairs/as I could' – a maternal gesture to care for the child; 'bandaged' has connotations of injury 'I wanted to graze my nose/across the tip of your nose, play at/being Eskimos like we did when/you were little' – further images of childhood, suggesting that the persona wishes she could return to an earlier time in their lives and relationship 'All my words/flattened, rolled, turned into felt,/slowly melting' – imagery of sewing and material craft is used to describe a feeling of discomfort, anxiety and worry for the persona as she considers her child leaving 'After you'd gone I went into your bedroom,/released a song bird from its cage' – the bird is symbolic of the child, being 'released' or leaving their childhood home. Freeing the bird can also be interpreted as symbolic of the child's death in service. 'I listened, hoping to hear/your playground voice catching on the wind' – the persona longs to return to an earlier time, to parenting a young child again.				
Lesson 7 – How do <i>Kamikaze</i> and <i>Checking Out Me History</i> explore the significance of identity?	<u>Context</u> - John Agard was born in British Guiana (now called Guyana) in the Caribbean, in 1949. He moved to the UK in the late 1970s. - Agard writes about cultural identity, issues of race and power Dick Whittington and His Cat is the name of an English folklore surrounding the life of Richard Whittington who supposedly escaped his poverty-stricken childhood and made his fortune thanks to the ratting abilities of his cat.	Dem: non-standard spelling of them (pronoun), used to represent speech. Revolution: a forcible overthrow of a government or social order, in favour of a new system. Beacon: a fire or light set up in a high or	- Assessment Objective 1 is read, understand and respond to texts using a critical style using quotations and varied interpretations. - AO2 is Analyse the language, form and structure used by a writer to create meaning and effects,	Y9 poetry unit: <i>Riots and Revels</i>	Knowledge Retrieval: - In <i>Poppies</i>, Weir creates a nostalgic mood when...the persona wishes to go back to the son's childhood and hear his 'childhood voice' again. - In <i>Ozymandias</i>, Shelley explores the idea that human power is fleeting through... the imagery of statue being 'half sunk' in the sand.

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	• The Haitian Revolution was a successful anti-slavery and anti-colonial insurrection that took place in the former French colony of Saint Domingue that lasted from 1791 until 1804. Self-liberated slaves destroyed slavery at home, fought to preserve their freedom eventually founding the sovereign state of Haiti. • "Old King Cole" is a British nursery rhyme first attested in 1708. • Mary Seacole was a Jamaican woman of Scottish and African descent who set up a 'British Hotel' behind the lines during the Crimean War, which provided help for wounded servicemen on the battlefield. <u>Structure</u> • Checking Out Me History is written in Creole. Agard uses non-standard phonetic spelling to represent his own accent, and writes about what it is like being black to challenge racist attitudes. • Agard wants us to be aware of both the things he was taught at school and the things he did not learn in the mainstream curriculum that he feels are important. He uses the physical separation of the stanzas and the font styles to indicate which culture he is referencing. <u>Quotations</u> 'Dem tell me/Dem tell me' – repetition emphasises the way colonised education is didactic and controls what is taught in schools of colonised nations	prominent position as a warning, signal, or celebration. Caribs: a member of an indigenous South American people living mainly in coastal regions of French Guiana, Suriname, Guyana, and Venezuela. Arawaks: a member of a group of peoples now living mainly in Guiana, but originally from the Greater Antilles	use subject terminology • AO3 is the ability to link poems to their context. • Poems have multiple, deeper multiples • Poems contain a 'speaker'.		3. In both <i>Exposure</i> and <i>Ozymandias</i>, nature is shown to be... able to exert control over the persona. Writing Practice: Compare how the poets present ideas about the significance of identity in <i>Checking Out Me History</i> and one other poem of your choice.

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	'Bandage up me eye with me own history/Blind me to me own identity' – 'bandaged' indicates an injury or violence, representing the violence of colonisation. The persona argues that they have been kept deliberately in the dark about their history, culture and language 'Dem tell me bout de dish ran away with de spoon/but dem never tell me bout Nanny de maroon' – the persona uses anaphora to emphasise the focus on white European history/culture/languages instead of black or indigenous history/culture/languages. The difference is emphasised here by referring to learning nursery rhymes rather than history. 'But now I checking out me own history/I carving out me identity' - the persona states they are going to learn about their identity, but the verb 'carving' has connotations of pain and violence, suggesting that the process may be painful and difficult.				
Lesson 8 – <i>Remains</i> – Simon Armitage	<u>Context</u> - Armitage's poetry often deals with personal relationships, often drawing on his own life experience. - The poem is part of a collection called <i>The Not Dead</i>. In preparation for this collection, Armitage interviewed veteran soldiers of different wars, including the Gulf War. 'Remains' is based on the experiences of a soldier who served in Basra in Iraq. - The speaker has suffered severe PTSD as a result of his experiences and the poem recalls one particular event <u>Structure</u>	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	- Assessment Objective 1 is read, understand and respond to texts using a critical style using quotations and varied interpretations - AO2 is Analyse the language, form and structure used by a writer to create meaning and effects, use subject terminology - AO3 is the ability to link poems to their context - Poems have multiple, deeper multiples	Poetry in Year 8, Long Way Down Riots and Rebels in Year 9	Knowledge Retrieval: - One similarity between <i>Checking Out Me History</i> and <i>Ozymandias</i> is... that both poems explore a loss of identity. - One difference between <i>Checking Out Me History</i> and <i>Ozymandias</i> is... that Agard explores the impact of having your identity deliberately stolen through colonial action and Shelley explores the impact of losing identity over time. - In <i>Kamikaze</i>, the persona states 'gradually we too learned to be silent', suggesting that... everyone in the pilot's social circle eventually

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	- the poem is composed of 8 stanzas, and the final stanza is a couplet that is shorter than the rest, possibly indicating that the life of the looter has been cut short - it is a monologue written conversationally, which is aided by the use of colloquialisms and personal pronouns - there are a loose set of internal rhymes in the poem, possible to give a childish impression of the persona and how he is trying to deal with the situation - the use of enjambment and caesura helps to create the spoken sense of the poem - it could also speak to the persona's state of mind, showing where his PTSD focuses and what he lingers over in his memories <u>Quotation</u> 'probably armed, possibly not' – use of modal verbs suggests uncertainty, as it is unclear how much of a threat is posed by the looter 'I see every round as it rips through his life' – the violent imagery emphasises the violence of the looter's death 'His blood-shadow stays on the street, and out on patrol' – the stain is a reminder of the violence and death; the persona feels that this death is stuck with him 'And the drink and the drugs won't flush him out' – the persona tries to self-medicate to cope with the PTSD as a result of his actions and what he has witnessed	of the individual words (e.g. over the moon)	Poems contain a 'speaker'		gives in to the social pressure to shun the pilot. Hinge Question: What are the effects of conflict on the persona in <i>Remains</i>?

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	'some distant, sun-stunned, sand-smothered land/or six-feet-under in desert sand' – sibilance emphasises the sense of danger associated with the conflict; the reference to death emphasises the dangers further 'his bloody life in my bloody hands' – repetition of 'bloody' could be intended to emphasise the violence of the situation; 'bloody hands' suggests responsibility on behalf of the persona; 'bloody' could also be used as profanity				
Lesson 9: How do <i>Bayonet Charge</i> and <i>Remains</i> explore the effects of conflict on people?	<u>Context</u> - Ted Hughes was a 20th century poet whose father served in WW1. Hughes spent two years as a mechanic in the RAF before going to University. - This poem is set in WW1 but was written much later and published in 1957. - Going 'over the top' was a charge soldiers carried out during trench warfare in which they climbed out of their trenches to attack the enemy trench. - The poem also focuses on ideas such as transformation, humanity and nature. - The man in the poem is more like a machine or animal than a person, - The green hedge seems more like the action of a hare bolting than a soldier charging a trench. - The yellow hare seems to spur him on, there is a moment of man and nature connecting but war breaks it up. - The poem challenges patriotism and shows how desperate terror becomes the overriding emotion in battle. Fear is the driving force for the soldier. - The soldier in the poem is physically disorientated by gunfire and he is questioning WHY he is there.	Patriotism- national loyalty and enthusiasm Hallucination- The experience of perceiving something not actually real or present Bayonet- A blade or knife that's attached to the end of a rifle Threshing- thrashing or beating crops to separate crop from straw In media res- in the middle of the action	- Assessment Objective 1 is read, understand and respond to texts using a critical style using quotations and varied interpretations. - AO2 is Analyse the language, form and structure used by a writer to create meaning and effects, use subject terminology - AO3 is the ability to link poems to their context. - Poems have multiple, deeper multiples - Poems contain a 'speaker'.	Link to Y9 <i>Riots and Rebels</i> poetry unit	Knowledge Retrieval: - In <i>Checking Out Me History</i>, Agard explores the important link between history and identity, stating... the colonial structures bandaged 'me eye with me own history/Blind me to me own identity'. - Another poem that explores the importance of identity is... extract from <i>The Prelude</i> demonstrated in the line... 'with trembling oars I turned' as it indicates a change in the persona's attitude from in the beginning of the poem. - Similarly, connections between identity and nature are explored in... <i>Kamikaze</i> as... the persona's connection to nature is part of the reason he decides to return home instead of continuing with the mission. Writing Practice: Compare how poets present the effects of conflict on people in <i>Bayonet Charge</i> and one other poem of your choice.

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	<u>Structure</u> - the poem has no set structure - the different line lengths give the impression of the charge changing speeds - towards the end of the poem the pace increases, as he goes towards his own end - the poet uses a lot of enjambment and caesura to add to the erratic and changing speed <u>Quotations</u> 'suddenly he awoke and was running – raw' – the poem begins <i>in media res</i>, emphasising the fast pace of war; the adjective 'raw' suggests the persona is in pain and struggling with the charge 'his foot hung like/statuary in kid-stride' – the pause demonstrates the panic and fear felt by the persona who feels frozen in place trying to understand what is happening around him 'its mouth wide/open silent, its eyes standing out' – the yellow hare represents fire/light that shows the horror of war; it seems frightened itself, while attacking them 'his terror's touchy dynamite' – his fear is explosive; it is constantly with him and could appear at any moment preventing him from fighting or running				
Lesson 10: How do War Photographer and Remains explore different responses to conflict?	<u>Context</u> • Belfast, Beirut and Phnom Penh are all places in which famous conflicts have taken place. • The photographer is developing film using traditional methods. Old style film is sensitive to light and must be developed using chemicals in the dark. It can be	Impassive: without emotion/numb/helpless Desensitised: a lack of feeling towards distressing scenes	• Assessment Objective 1 is read, understand and respond to texts using a critical style using quotations and varied interpretations.	Link to Y9 <i>Riots and Rebels</i> poetry unit	Knowledge Retrieval: 1. <i>Bayonet Charge</i> begins in media res, allowing the poet to... create an immediate impression of panic on behalf of the persona.

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	sinister in a dark room, with hanging photographs and smelly chemicals. - Carol Ann Duffy was raised a Catholic and would be familiar with the Catholic Mass, she described 'poetry and prayer' as 'similar.' She became an atheist as a teenager. - Carol Ann Duffy is emphasising how people are out of touch with the truth about war, to those in 'Rural England' it is a distraction and a gossip topic <u>Structure</u> - The poem is written in 4 stanzas and features rhyming couplets, the regular structure represents the order and process of developing the photographs. - The poem is a narrative, leading us through the process of image development. - The enjambment reflects the gradual development of the images but it could also mirror the memories triggered by the images. <u>Quotations</u> 'spools of suffering set out in ordered rows' – the photographs he has taken show the pain and struggle of war/conflict, which is juxtaposed by his organisation in the dark room. The use of sibilance emphasises the undercurrent of danger/threat in the places the persona has been. 'All flesh is grass' – a metaphor to show the scale of suffering; human flesh is cut down and trampled on across the same amount of space as grass is, across the whole world 'A stranger's features/faintly start to twist before his eyes,/a half formed ghost' – describing the process of developing the	Intone: prayer or chant Beirut: Capital of Lebanon in the Middle East Phnom Penh: Capital of Cambodia in South East Asia Dispel: get rid of Rural: relating to the country, country people or life	- AO2 is Analyse the language, form and structure used by a writer to create meaning and effects, use subject terminology - AO3 is the ability to link poems to their context. - Poems have multiple, deeper multiples - Poems contain a 'speaker'.		- One similarity between <i>Remains</i> and <i>Poppies</i> is... both poets consider the impact of conflict on the persona after the initial conflict is over. - One difference between <i>Remains</i> and <i>Poppies</i> is... Weir explores the effects of conflict on family members, whereas Armitage considers the effect on the persona as a character who has experienced conflict themselves. Writing Practice: Compare how poets present different responses to conflict in <i>War Photographer</i> and one other poem of your choice.

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	photos, as the images begin to appear. The image is ghostly because of the process, but also ghostly because of the death and suffering in conflict; 'start to twist' could also suggest pain 'A hundred agonies in black-and-white' – emphasises the scale of suffering 'The reader's eyeballs prick/with tears between the bath and the pre-lunch beers' – the images of suffering are juxtaposed with the happy and safe lives of the public who are reading about them; can be read as a criticism or call to action				
Lesson 11: How do <i>The Charge of the Light Brigade</i> and <i>Remains</i> explore experiences of war?	<u>Context</u> - The poem was written in 1854 - The poet took details from a report in The Times newspaper about Battle of Balaclava during the Crimean War - England, along with France, Turkey and Sardinia, were fighting Russia - The Charge of the Light Brigade was written to memorialise or remember the devastating effects of the cavalry charge. 247 men of the 637 in the charge were killed or wounded. The mission was suicidal – the British soldiers never had a realistic chance of winning. <u>Structure</u> - the pattern of stressed syllables in each line is designed to mimic the sound of horses galloping (ONE-two-three, ONE-two-three)	League – a former measure of distance by land, usually about three miles. Dismayed – cause (someone) to feel concern and distress. Blundered – make a stupid or careless mistake; act or speak clumsily. Sabre - a heavy cavalry sword with a curved blade and a single cutting edge. Cossack – a member of a people of Ukraine and southern Russia, noted for their horsemanship and military skill.	- Assessment Objective 1 is read, understand and respond to texts using a critical style using quotations and varied interpretations. - AO2 is Analyse the language, form and structure used by a writer to create meaning and effects, use subject terminology - AO3 is the ability to link poems to their context. - Poems have multiple, deeper multiples - Poems contain a 'speaker'.	Link to Y9 <i>Riots and Rebels</i> poetry unit	Knowledge Retrieval: 'two vast and trunkless legs of stone' 'half sunk, a shattered visage' 'nothing beside remains' 'little fishing boats/strung out like bunting' 'remembered how he and/his brothers waiting on the shore' 'till gradually we too learned/to be silent' 'probably armed, possibly not' 'and the drink and the drugs won't flush him out – ' 'his bloody life in my bloody hands' Writing Practice: Compare how poets present different experiences of war in <i>Charge of the Light Brigade</i> and one other poem of your choice.

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	- the poem uses a lot of repetition to give the poem a clear structure and demonstrate the different stages of the battle - the rhyme scheme and rhythm are designed to reflect a military charge <u>Quotations</u> 'Half a league, half a league,/Half a league onward' – mirrors the rhythm of the cavalry charge 'Into the valley of Death/Rode the six hundred' - biblical reference with links to Hell, indicating the conflict is hellish 'Theirs not to make reply,/Theirs not to reason why./Theirs but to do and die' – anaphora (as used throughout the poem); soldiers are expected to obey and give their lives in battle without explanation or question 'Cannon to right of them,/Cannon to left of them,/Cannon in front of them' – emphasises the hopelessness and danger of the situation 'Into the jaws of Death,/Into the mouth of Hell' – metaphors to emphasise the horror of the conflict 'Volley'd and thunder'd;/Storm'd at with shot and shell' – describes the sights and sounds of the battle, indicating the hopelessness of the fight	Sundered – split apart.			
Lesson 12: London – William Blake	<u>Context</u> - William Blake was a poet in Victorian/Georgian England. - He is famous for writing two collection of poems, Songs of Innocence and Experience. The Experience poems are bitter and cynical whilst Innocence are naïve and simple. London is one of the few without a counterpart.	Charter'd – meaning chopped, charted and mapped. Thames- River Thames that runs through London,	Assessment Objective 1 is read, understand and respond to texts using a critical style using quotations and varied interpretations.	Link to Y9 <i>Riots and Rebels</i> poetry unit	Knowledge Retrieval: Which poems that we have studied so far fit into which themes below? power of nature: Ozymandias, Exposure, The Prelude, Kamikaze

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	- Blake was writing at a time of great poverty, a war with France, high death rates from disease and malnutrition. - Blake may also be referring to the French Revolution in 1789 in which the King and Queen of France were guillotined. - Blake believed in social and racial equality whilst questioning the teachings of the church. - The poem is an ironic look at misery in 'the greatest city of the world.' <u>Structure</u> - The last line in each stanza delivers a powerful statement which sums up the rest of the stanza. - Stanza 1: Misery and control - Stanza 2: People's refusal to stand tall - Stanza 3: People being sacrificed for the rich and powerful - Stanza 4: Poverty corrupts everything good <u>Quotations</u> 'Marks of weakness, marks of woe' – suggests that all people are affected by the decline of social and moral values; everyone is marked by weakness and pain 'In every cry of every man' – emphasises how widespread pain and suffering is in London according to the persona 'The mind-forged manacles' – metaphor: restrictions and restraints imprison the people, but they are of society's own creation 'blights with plagues the marriage hearse' – juxtaposition of 'marriage' and 'hearse' encourages you to think about a happy and a sad event, indicating that nothing can be purely good in	separates the South (poor side) from the North side 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) by the sooty breath of the chimney-sweep, but palls are associated with funerals, summoning the premature deaths of so many children who died from injury or ill-health. Hapless- unfortunate. Quatrains- a stanza of four lines	- AO2 is Analyse the language, form and structure used by a writer to create meaning and effects, use subject terminology - AO3 is the ability to link poems to their context. - Poems have multiple, deeper multiples - Poems contain a 'speaker'.		- power of time: Ozymandias, Kamikaze - effects of conflict: Remains, Poppies, Kamikaze, Checking Out Me History - power of Man: Ozymandias, Exposure, Kamikaze - importance of relationships: Poppies, Kamikaze - power of identity: Checking Out Me History, Ozymandias, Exposure - importance of memory: Checking Out Me History, Ozymandias, Remains - loss and absence: Poppies, Kamikaze, Ozyandias Hinge Question: How is the importance of identity explored in <i>London</i>?

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	London now; the plague metaphor represents the idea of sin taking over in all areas of life				
Lesson 13: How is the importance of identity explored in <i>The Emigree</i> and <i>London</i> ?	<u>Context</u> - the poem explores the memory of the persona and their experiences in a far off city they spent time in as a child - the persona is looking at this city through the eyes of a child and the happy memories she had - she compares her memories to the truths she knows as an adult which are much harsher - Rumens bases many of the ideas in the poem on modern examples of emigration from countries like Russia or in the Middle East where people are fleeing corruption and tyranny <u>Structure</u> - the poem follows a three stanza structure with repetitive elements such as the idea of sunlight - the opening of the poem seems to encompass the persona trying to capture a memory - the second stanza builds on the details of this - the final stanza veers towards an idea of facing up to the modern dark place her city of memory has become - there is not a consistent rhyme scheme, which could demonstrate the uncertain understanding of the speaker about the city - the use of enjambment creates a flowing pace <u>Quotations</u> 'There was once a country... I left it as a child' – suggests that the home country is far in the past for the persona, with the	Emigrate – to leave your home country and settle in another, sometimes not feeling welcome to return.	- Assessment Objective 1 is read, understand and respond to texts using a critical style using quotations and varied interpretations. - AO2 is Analyse the language, form and structure used by a writer to create meaning and effects, use subject terminology - AO3 is the ability to link poems to their context. - Poems have multiple, deeper multiples - Poems contain a 'speaker'.	Link to Y9 <i>Riots and Rebels</i> poetry unit	Knowledge Retrieval: 'Compare the way that the poets present their experience of loss in <i>London</i> and one other poem.' In the space below, mind map which poem you would chose to compare to <i>London</i> and what points you would make. Writing Practice: Compare how poets explore the importance of identity in <i>The Emigree</i> and one other poem of your choice.

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	ellipsis giving the impression that the person is taking time to think about the situation 'it may be sick with tyrants,/but I am branded by an impression of sunlight' – personification of the country as ill, suffering as a result of conflict, but the persona still feels optimistic as their only memories are of sunlight and brightness 'time rolls its tanks/and the frontiers rise between us, close like waves' – the metaphorical language suggests time is the general of an army and that time is part of the assault; the 'frontiers' are the borders of the countries that separate the persona from their home, with the simile making reference to oceans that separate them 'I have no passport, there's no way back at all' – could be a literal lack of passport as the persona is likely a refugee; symbolic of their inability to return home				
Lesson 14: How do <i>My Last Duchess</i> and <i>London</i> explore the power of humanity?	<u>Context</u> - Browning was born in 1812 in London. He died in 1889 in Venice - In 1845, Browning married Elizabeth Barret. Barret is a famous poet herself <i>My Last Duchess</i> is set in the Italian Renaissance and focuses on a controlling and possibly insane Duke - Although <i>'My Last Duchess'</i> is set in the Italian Renaissance (14th-16th century), it was written and published during the Victorian era in 1842 - It is possible to see the poem as a criticism of Victorian attitudes to women and their effort to suppress female sexuality. It can be argued that the Duke's obsession with fixing the behaviour of his wife links to Victorian society's obsession with the reputation of women remaining perfect	Avow: assert or confess openly Countenance: the appearance conveyed by a person's face Dowry: money brought by a woman to her husband at marriage Dramatic monologue: a poem written in the form of a speech of an individual character	- Assessment Objective 1 is read, understand and respond to texts using a critical style using quotations and varied interpretations. - AO2 is Analyse the language, form and structure used by a writer to create meaning and effects, use subject terminology - AO3 is the ability to link poems to their context.	Link to Y9 <i>Riots and Rebels</i> poetry unit	Knowledge Retrieval: 'Compare the way that the poets present their experience of painful emotions in <i>Poppies</i> and one other poem.' In the space below, mind map which poem you would chose to compare to <i>Poppies</i> and what points you would make. Writing Practice: Compare how poets explore the power of humanity in <i>My Last Duchess</i> and one other poem of your choice.

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	<u>Structure</u> • The poem is a dramatic monologue written in iambic pentameter • Regular rhyming couplets explore the idea of control • Enjambment could imply deeper, hidden passion • The beginning of the poem explores the death of the Ferrara's last wife • The middle section is contained within descriptions of the narrator's art collection, giving the impression of a private confession • At the end of the poem, we realise that the narrator of the poem has been speaking to an envoy the whole time, which suggests his "confession" could be a warning instead <u>Quotations:</u> 'That's my last Duchess painted on the wall,/Looking as if she were alive' – 'last' could be both final and indicating that the persona has had multiple wives before, and may marry again; the persona wants to show how lifelike the portrait is to show he was able to afford a brilliant artist 'twas not/Her husband's presence only, called that spot/Of joy into the Duchess' cheek' – evidence of his jealousy; he was angry that she could be flattered or enjoy being around others, particularly other men 'if she ranked/My gift of a nine-hundred-years-old name/With anybody's gift' – emphasis is placed on the social and historical rank of his family; the persona believes he is entitled to respect and gratitude due to this	Iambic Pentameter: a line of writing that consists of ten syllables in a specific pattern of an unstressed syllable followed by a stressed syllable Allusion: refers to a person, place, historical event, or ancient source such as the Bible, mythology, ancient poets etc.	• Poems have multiple, deeper multiples • Poems contain a 'speaker'.		

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	'This grew; I gave commands';/Then all smiles stopped together' – his frustration and jealousy grew; it is heavily implied that he had her killed for the behaviour he did not like				
Lesson 15: <i>Storm on the Island</i> – Seamus Heaney	<u>Context</u> - Seamus Heaney was a Northern Irish poet. - He often wrote about childhood and nature - Ireland faced much unrest with regard to politics and religion. - The country was divided, because some wanted independence from England and others did not. - As well as this, Protestants and Catholics were often bitterly opposed to one another which caused problems within communities. - The poem is symbolic of the struggles that Ireland faced, particularly in Stormont. <u>Structure</u> - the lack of rhyme, conversational tone and use of present tense gives the impression of the storm happening as the poem is being read - the use of enjambment aids the conversational tone <u>Quotations</u> 'We are prepared: we build our houses squat' – collective pronouns 'we' and 'our' build a sense of community; it is clear that conflict/danger is expected as they are prepared 'it pummels your house too' – the violent connotations of 'pummels' indicates the threat posed by nature and the danger of the situation; it is as if they are at war with nature	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 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.	- Assessment Objective 1 is read, understand and respond to texts using a critical style using quotations and varied interpretations. - AO2 is Analyse the language, form and structure used by a writer to create meaning and effects, use subject terminology - AO3 is the ability to link poems to their context. - Poems have multiple, deeper multiples - Poems contain a 'speaker'.	Link to Y9 <i>Riots and Rebels</i> poetry unit	Knowledge Retrieval: 'Compare the way that painful memories are expressed in <i>Bayonet Charge</i> and one other poem of your choice.' In the space below, mind map which poem you would chose to compare to <i>Bayonet Charge</i> and what points you would make. Writing Practice: Compare how poets present the relationship between humanity and nature in <i>Storm on the Island</i> and one other poem of your choice.

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	'exploding comfortably' – oxymoron suggests nature is happy in being dangerous, as if that is its normal state; 'exploding' reinforces danger again 'We are bombarded by the empty air./Strange, it is a huge nothing that we fear'- 'bombarded' is violent and has connotations of conflict; this is juxtaposed by the ideas of emptiness, suggesting they are attacked by something unseen, and that the air itself is dangerous; conflict is all around them	Blank Verse: unrhyming verse in iambic pentameter lines.			