



The Sutton Academy

Knowledge Rich Curriculum Plan

English – Introduction to poetry

Year 7



Introduction to poetry																	
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Lesson 1: What is poetry?	<p>Poetry creates strong images in the reader’s mind. Poets used figurative language to create images.</p> <p>Haiku:</p> <ul style="list-style-type: none"> • Three lines • Follows a 5–7–5 syllable pattern • Focuses on nature and a moment in time <p>Sonnet:</p> <ul style="list-style-type: none"> • 14 lines • Regular rhythm • Clear rhyme scheme • Ends with a thoughtful conclusion <p>Free-verse:</p> <ul style="list-style-type: none"> • No fixed rhyme or rhythm • Lines vary in length • Uses imagery and sound without strict structure 		<p>metaphor – tenor, vehicle, ground personification</p>	<p>Riots and Rebels Unseen poetry Poetry anthology</p>	<p>Rain’s whisper – figurative language What is the poet describing? The poet is describing rain falling on a town or city. They focus on how the rain looks, sounds, and moves, turning an ordinary rain shower into something gentle and magical.</p> <p>How has the poet used figurative language? The poet uses personification and metaphor:</p> <ul style="list-style-type: none"> • Rain “<i>tiptoes</i>” and “<i>brushes</i>” like a quiet person. • The street becomes a “<i>silver ribbon</i>”. • Puddles are described as “<i>tiny mirrors</i>”. <p>These figures of speech make the rain feel alive and graceful.</p> <p>Tenor / Vehicle / Ground</p> <table border="1" data-bbox="1559 746 2157 911"> <thead> <tr> <th>Tenor</th> <th>Vehicle</th> <th>Ground</th> </tr> </thead> <tbody> <tr> <td>rain</td> <td>a shy guest</td> <td>Both arrive quietly and gently</td> </tr> <tr> <td>street</td> <td>a silver ribbon</td> <td>Both are long, smooth, and reflective</td> </tr> <tr> <td>puddle</td> <td>a tiny mirror</td> <td>Both reflect what is above them</td> </tr> </tbody> </table> <p>Night Train – Sound and Rhythm The sound and rhythm help create the feeling of movement and repetition:</p> <ul style="list-style-type: none"> • Onomatopoeia like “<i>thudding, drumming</i>” and “<i>click clack, click clack</i>” imitates the noise of the train. • The repeated rhythm mirrors the steady motion of the wheels on the tracks. • The flowing beat makes the train feel calming and hypnotic, as if it is gently carrying people to sleep. <p>Overall, the sound makes the reader feel as though they are inside the train at night.</p> <p>Leaf – Meaning and Interpretation This poem suggests more than just a leaf falling. Possible meanings:</p> <ul style="list-style-type: none"> • The falling leaf signals the arrival of winter. • It represents change, loss, or ageing. 	Tenor	Vehicle	Ground	rain	a shy guest	Both arrive quietly and gently	street	a silver ribbon	Both are long, smooth, and reflective	puddle	a tiny mirror	Both reflect what is above them
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					<ul style="list-style-type: none"> The tree "<i>thinking of winter</i>" uses personification to show awareness of an ending. <p>Because the poem is short and symbolic, readers can interpret it in different ways.</p> <p>Poetry Forms <i>The Quiet Hour</i> Type: Sonnet Why:</p> <ul style="list-style-type: none"> 14 lines Regular rhythm Clear rhyme scheme Ends with a thoughtful conclusion <p><i>Winter Morning</i> Type: Haiku Why:</p> <ul style="list-style-type: none"> Three lines Follows a 5–7–5 syllable pattern Focuses on nature and a moment in time <p><i>City Breath</i> Type: Free verse Why:</p> <ul style="list-style-type: none"> No fixed rhyme or rhythm Lines vary in length Uses imagery and sound without strict structure <p>Poem annotations in booklet Success criteria for poem in booklet</p>

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<p>Lesson 2: The Chimney Sweeper</p>	<p>Chimney sweepers were boys from very poor families. Working conditions here tough.</p> <ul style="list-style-type: none"> • Long hard days • climbed inside dark, narrow flues • Breathing problems • poor sleeping conditions • Danger of getting stuck <p>William Blake wrote about London which was a swiftly growing city in which poverty and wealth lived side by side. His politics were radical.</p>	<p>T3: Persona - a role or character adopted by an author, actor or poet</p> <p>T3: Tone - The writer's attitude or emotional quality of a piece of writing, shown through word choice, style, and perspective.</p>	<p>Life in the 19th Century Child labour in the 19th Century</p>		<p>Annotations could include</p> <p>Stanza 1 Quotation: <i>"My father sold me while yet my tongue / Could scarcely cry 'weep! 'weep!' 'weep!' 'weep!'"</i></p> <p>What it shows (meaning): This shows that the speaker is sold into labour when he is extremely young. Children are treated like property, not people.</p> <p>Key word zoom – "sold": The word <i>"sold"</i> suggests slavery and exploitation. It shows the child has no choice and no protection.</p> <p>What this highlights about child labour: Children were forced into dangerous work for profit, even by their own families.</p> <p>Reader effect: The reader feels shock and sympathy, thinking about how helpless the child is and imagining a world where children are bought and used.</p> <p>Stanza 2 Quotation: <i>"That curled like a lamb's back, was shaved"</i></p> <p>What it shows (meaning): Tom Dacre's hair is shaved to prepare him for chimney sweeping. His innocence is being taken away.</p> <p>Key word zoom – "lamb": A lamb symbolises innocence and vulnerability. Comparing Tom to a lamb shows how young and gentle he is.</p> <p>What this highlights about child labour: Child labour destroys childhood innocence and treats children as tools rather than humans.</p> <p>Reader effect: The reader feels pity and sadness, imagining a frightened child being prepared for harsh work.</p> <p>Stanza 3 Quotation: <i>"Were all of them locked up in coffins of black"</i></p>

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					<p>What it shows (meaning): The children dream they are trapped in black coffins, symbolising chimneys and death.</p> <p>Key word zoom – “coffins”: <i>Coffins</i> suggest death, showing how dangerous chimney sweeping was and how close these children are to dying.</p> <p>What this highlights about child labour: Child labour is life-threatening; it traps children in deadly conditions.</p> <p>Reader effect: The reader feels fear and horror, imagining children buried alive by their work.</p> <p>Stanza 4 Quotation: <i>“And he opened the coffins & set them all free”</i></p> <p>What it shows (meaning): The Angel frees the children, but only in a dream. Freedom does not exist in real life.</p> <p>Key word zoom – “Angel”: The Angel represents hope and religious comfort rather than real social change.</p> <p>What this highlights about child labour: Society relies on false hope and religion instead of stopping child exploitation.</p> <p>Reader effect: The reader feels hope mixed with frustration, realising the freedom is imaginary.</p> <p>Stanza Quotation: <i>“If he’d be a good boy, / He’d have God for his father & never want joy”</i></p> <p>What it shows (meaning): Children are taught to obey and accept suffering in exchange for future happiness.</p> <p>Key word zoom – “good”: “Good” suggests obedience and silence, encouraging children not to complain.</p>

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					<p>What this highlights about child labour: Child workers were emotionally controlled to accept abuse and inequality.</p> <p>Reader effect: The reader feels anger and discomfort, thinking about how children are manipulated.</p> <p>Stanza 6 Quotation: <i>“So if all do their duty, they need not fear harm.”</i> What it shows (meaning): The final line is deeply ironic. The children <i>do</i> their duty but are still harmed.</p> <p>Key word zoom – “duty”: “Duty” suggests responsibility that should never belong to children.</p> <p>What this highlights about child labour: Society justifies child labour by pretending it is safe or necessary.</p> <p>Reader effect: The reader feels critical and reflective, questioning the morality of child labour and the society that allows it.</p> <p>Answers to reading comprehension:</p> <p>Comprehension Questions – The Chimney Sweeper</p> <ol style="list-style-type: none"> 1. The poet uses the persona (voice) of a young chimney-sweeping boy. 2. The narrator’s mother died when he was very young. 3. He was likely sold because his father was poor and could not afford to look after him. 4. The father seems uncaring or desperate, as he sells his child instead of protecting him. 5. It suggests the boy’s living conditions are dirty, uncomfortable, and unhealthy. 6. Tom Dacre’s hair was shaved off so soot would not get stuck in it.

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					<p>7. They symbolise how the boys are trapped in dangerous work and surrounded by death.</p> <p>8. An Angel came to open the coffins.</p> <p>9. It shows that the children feel happy, free, and full of joy in the dream.</p> <p>10.</p> <ul style="list-style-type: none"> • The children run on a green plain. • They wash in a river and shine in the sun. <p>11. In real life, the children work in dark, cold, dirty conditions, but in the dream they are free, clean, and happy in nature.</p> <p>12. They wake up early and go back to work, carrying their bags and brushes.</p> <p>13. Tom feels comforted by the dream and believes things will get better if he behaves well.</p> <p>14. They will likely continue working as chimney sweepers and remain trapped in this life.</p> <p>15. Blake wants readers to think about how unfair and cruel it is that children have no real future or freedom.</p> <p>16. Using a child's voice makes the poem feel more emotional and innocent, which makes the cruelty seem worse.</p> <p>17. The tone is sad and serious, becomes hopeful during the dream, then returns to bleak and uncomfortable at the end.</p> <p>Summary (Model Answer – 3–4 sentences)</p> <p>The poem is told by a young chimney-sweeping boy whose mother has died and who has been sold by his father to work. He describes his friend Tom Dacre, who dreams of being freed from his hard life by an angel. In the dream, the children are happy, clean, and free. However, the poem ends with the boys waking up and returning to their dangerous work.</p> <p>Exploring language</p> <table border="1" data-bbox="1563 1417 2177 1477"> <tr> <td data-bbox="1563 1417 1711 1477">Quotation</td> <td data-bbox="1718 1417 1897 1477">Exploring language</td> <td data-bbox="1904 1417 2177 1477">Response</td> </tr> </table>	Quotation	Exploring language	Response
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					<p><i>“So your chimneys I sweep, and in soot I sleep”</i></p>	<p>What does the use of the pronouns ‘your’ and the repetition of ‘I’ suggest?</p>	<p>The word “your” suggests the chimneys belong to rich adults, not the child. It shows adults benefit from his hard work. The repeated “I” focuses on the child’s suffering and makes his life sound lonely and harsh.</p>
					<p><i>“Little Tom Dacre whose head curled like a lamb’s back”</i></p>	<p>What is the effect of the adjective ‘little’? What might the ‘lamb’ symbolise?</p>	<p>“Little” emphasises how young and vulnerable Tom is. A lamb symbolises innocence and gentleness, showing that Tom is harmless and undeserving of such hard work.</p>
					<p><i>“Came an Angel who had a bright key”</i></p>	<p>What might the ‘Angel’ symbolise?</p>	<p>The Angel symbolises hope and comfort, especially religious hope. It suggests that escape from suffering only seems possible in dreams or heaven, not real life.</p>
					<p><i>“Were all of them locked up in coffins of black”</i></p>	<p>What are the connotations of the words ‘locked’ and ‘coffins’?</p>	<p>“Locked” suggests the boys are trapped with no escape. “Coffins” are linked with death, showing that chimney sweeping is dangerous and can kill children.</p>
					<p><i>“And wash in a river, and shine in the sun”</i></p>	<p>What might the river symbolise?</p>	<p>The river symbolises cleansing and freedom. It suggests the children are washed clean of dirt and suffering, enjoying peace they do not have in real life.</p>

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					<table border="1"> <tr> <td data-bbox="1570 331 1704 536"><i>“Though the morning was cold, Tom was happy and warm”</i></td> <td data-bbox="1711 331 1890 536">What is the effect of the contrast between ‘cold’ and ‘warm’?</td> <td data-bbox="1897 331 2179 536">The contrast highlights how harsh the real world is (cold), while Tom’s happiness comes from belief and hope (warm). It shows emotional warmth but physical suffering.</td> </tr> </table>	<i>“Though the morning was cold, Tom was happy and warm”</i>	What is the effect of the contrast between ‘cold’ and ‘warm’?	The contrast highlights how harsh the real world is (cold), while Tom’s happiness comes from belief and hope (warm). It shows emotional warmth but physical suffering.
<i>“Though the morning was cold, Tom was happy and warm”</i>	What is the effect of the contrast between ‘cold’ and ‘warm’?	The contrast highlights how harsh the real world is (cold), while Tom’s happiness comes from belief and hope (warm). It shows emotional warmth but physical suffering.						
lesson 3: Writing about the poem	<p>Thesis statement – answers the questions using three adjectives. Could also be used to show a change in character or theme</p> <p>Topic sentence – changes the adjective to an abstract noun and also show understanding of a text by summarising where in the text</p> <p>Language analysis – shows (what it means: literal meaning) – suggests (zoom in on a key word: connotations) – highlights (why is this important and effect on reader/audience)</p>		<p>Thesis statements</p> <p>Topic sentences</p> <p>Selecting evidence</p>		<p>Turn and talk</p> <p>Suggested Responses: Why did Blake write this poem?</p> <p>Response 1 – Industrial Revolution & politics (A): <i>I think Blake wrote the poem as a result of the Industrial Revolution because many children were forced to work in dangerous jobs like chimney sweeping. By using a child persona, Blake makes the suffering seem more shocking and unfair. The tone is sad, which helps show how cruel child labour was at the time.</i></p> <p>Response 2 – Religion & events of the poem (B): <i>I think Blake wrote the poem as a result of his religious beliefs because the poem shows children believing they will be rewarded in heaven instead of being helped in real life. The persona of a child makes this belief seem innocent, while the tone becomes hopeful during the dream but unhappy at the end.</i></p> <p>Response 3 – Linking politics and religion (A + B): <i>I think Blake wrote the poem as a result of the Industrial Revolution and his religious views because society allowed children to suffer while telling them to obey and believe in God. The child persona shows how powerless the boys are, and the tone changes to make readers feel sympathy and anger.</i></p> <p>Response 4 – Reader-focused explanation: <i>I think Blake wrote the poem as a result of what he saw happening to poor children during the Industrial Revolution because he wanted readers to question this unfair treatment.</i></p>			

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					<p>The innocent persona and serious tone make the reader think about how wrong child labour is.</p> <p>For completed tables see folder.</p>
Lesson 4: The Lady of Shalott	The poem, The Lady of Shalott, is set in the mythical time of King Arthur.	<p>T2: Entrapment - the state of being caught in or as in a trap.</p> <p>T2: Deception - the act of intentionally misleading others by hiding the truth, lying, or using tricks to gain an advantage or avoid punishment.</p> <p>T2: melancholy – a deep, persistent feeling of sadness, often without a clear cause</p>			<p>Picture 1 – The boat What is happening:</p> <ul style="list-style-type: none"> The Lady of Shalott is sitting in a boat on the river. <p>How the Lady might be feeling:</p> <ul style="list-style-type: none"> Calm or peaceful Sad or afraid <p>Picture 2 – The tower What is happening:</p> <ul style="list-style-type: none"> The Lady of Shalott is inside her tower. She is near her loom and window, watching the world outside. <p>How the Lady might be feeling:</p> <ul style="list-style-type: none"> Lonely and isolated Curious about the outside world Frustrated or trapped <p>1. Isolation and containment “Four gray walls, and four gray towers”</p> <ul style="list-style-type: none"> What it shows / means: The Lady lives physically shut away from the world, separated from Camelot. Suggests: Imprisonment and restriction rather than safety. Key word zoom – “gray”: Repetition emphasises dullness, lifelessness and emotional emptiness. Highlights: Her life lacks colour, excitement, or human interaction.

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					<ul style="list-style-type: none"> • Effect on reader: Creates sympathy; the reader sees her as trapped and lonely. <p>2. Lack of freedom and childhood joy “No time hath she to sport and play”</p> <ul style="list-style-type: none"> • What it shows / means: The Lady has no leisure or personal choice in her life. • Suggests: She has been denied happiness and youth. • Key word zoom – “No time”: Absolute phrase shows total control over her life. • Highlights: Her existence is defined by duty, not desire. • Effect on reader: Makes her seem innocent and unfairly oppressed. <p>3. Endless labour and the curse “A charmed web she weaves alway”</p> <ul style="list-style-type: none"> • What it shows / means: Her life is repetitive and dominated by magical labour. • Suggests: She is trapped in a curse she does not understand. • Key word zoom – “alway”: Archaic term stresses never-ending routine. • Highlights: The monotony and meaninglessness of her life. • Effect on reader: Reader feels frustration and pity for her lack of control. <p>4. Emotional emptiness “She lives with little joy or fear”</p> <ul style="list-style-type: none"> • What it shows / means: She feels almost nothing — emotionally numb. • Suggests: Isolation has stripped her life of emotional depth. • Key word zoom – “little”: Minimises human feeling.

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					<ul style="list-style-type: none"> • Highlights: She exists rather than truly lives. • Effect on reader: Makes her life seem unnatural and tragic. <p>5. Separation from real life “Before her hangs a mirror clear”</p> <ul style="list-style-type: none"> • What it shows / means: She can only see the world indirectly. • Suggests: Her life is second-hand and artificial. • Key word zoom – “mirror”: Symbol of distance, illusion, and repression. • Highlights: The barrier between the Lady and reality. • Effect on reader: Reinforces her isolation; reality feels cruelly close yet unreachable. <p>6. Her loneliness compared to others “She hath no loyal knight and true”</p> <ul style="list-style-type: none"> • What it shows / means: She lacks love and companionship. • Suggests: Romantic and emotional deprivation. • Key word zoom – “no”: Emphasises absence and loss. • Highlights: Contrast between her life and the lively world of Camelot. • Effect on reader: Sympathy increases — she is alone while others connect. <p>7. Growing dissatisfaction with her life “I am half sick of shadows,’ said / The Lady of Shalott.”</p> <ul style="list-style-type: none"> • What it shows / means: She has grown tired of living indirectly. • Suggests: Desire for real experience, even at risk. • Key word zoom – “sick”: Conveys emotional pain and rejection of her life. • Highlights: Turning point where her passive life becomes unbearable.

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					<ul style="list-style-type: none"> • Effect on reader: Reader anticipates tragedy but understands her choice. <p>8. Moment of rebellion “She left the web, she left the loom”</p> <ul style="list-style-type: none"> • What it shows / means: She actively defies the curse. • Suggests: A desire for freedom and self-determination. • Key word zoom – repetition of “she left”: Emphasises decisive action. • Highlights: Transition from passive victim to active individual. • Effect on reader: Sense of tension and inevitability. <p>9. Acceptance of fate “The curse is come upon me,’ cried / The Lady of Shalott.”</p> <ul style="list-style-type: none"> • What it shows / means: She understands the consequences of her choice. • Suggests: Tragic awareness rather than regret. • Key word zoom – “cried”: Shows fear and anguish. • Highlights: Cost of choosing freedom. • Effect on reader: Deepens tragedy; reader mourns her loss of hope. <p>10. Death as the end of her life journey “Singing in her song she died”</p> <ul style="list-style-type: none"> • What it shows / means: She dies expressing herself fully for the first time. • Suggests: Her voice is only truly heard at death. • Key word zoom – “singing”: Suggests beauty, peace, and dignity. • Highlights: Death becomes her only escape. • Effect on reader: Powerful pathos; her life feels wasted yet meaningful.

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					<p>Comprehension answers:</p> <p>Part I – Setting and Introduction</p> <ol style="list-style-type: none"> 1. Barley and rye. 2. The fields stretch very far, seeming endless and open. 3. Camelot. 4. They move gently on the cold water, creating a delicate, peaceful image. 5. Through calm natural imagery, soft movement (shiver, quiver), flowers, and gentle sounds. 6. Four walls and four towers. 7. They cannot see the Lady, so her beautiful singing seems magical or supernatural. 8. Surrounded or hidden by trees and plants. 9. She seems noble, elegant, and important. <p>Part II – The Curse and the Mirror</p> <ol style="list-style-type: none"> 1. Weaving a magical web. 2. She obeys the rules out of fear and habit. 3. “Churls” means rude or common people; it suggests they are ordinary and unrefined. 4. It reflects images of Camelot, letting her see life indirectly. 5. Market girls and knights (also shepherds, damsels, pages). 6. She is tired of seeing only reflections instead of real life. 7. She feels frustrated, dissatisfied, and lonely. <p>Part III – Sir Lancelot Appears</p> <ol style="list-style-type: none"> 1. Sir Lancelot. 2. Shining metal armour worn on the legs. 3. Through bright imagery, comparisons to stars and flames, and rich, glowing descriptions. 4. “Tirra lirra.” 5. He represents real life, love, and excitement she longs for.

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					<p>6. The web flies apart and the mirror cracks. 7. They happen instantly, proving the warnings were true.</p> <p>Part IV – The Lady’s Final Journey</p> <ol style="list-style-type: none"> 1. “The Lady of Shalott.” 2. Dressed or adorned. 3. She appears calm, determined, and resigned to her fate. 4. Stormy and dark weather mirrors death, tragedy, and sorrow. 5. She dies while singing. 6. They are frightened and think her death seems supernatural. <p>Longer response questions</p> <ol style="list-style-type: none"> 1. Physically, she is confined to the tower and forbidden to leave or look outside. Emotionally, she is lonely, detached, and denied real human connection. 2. It shows only reflections, not reality, giving her a limited and unreal understanding of life. 3. The tone shifts from calm and dreamlike to dark, tragic, and tense, shown through storm imagery, breaking objects, and death imagery. <p>Summary (2–3 sentences) After seeing Sir Lancelot, the Lady looks directly toward Camelot, breaking the curse. The mirror shatters, and she leaves her tower, drifting toward Camelot in a boat. She dies before arriving, and the people of Camelot discover her body and name.</p>
<p>Lesson 5: Exploring the poem</p>	<p>Ideas only make sense if you read on when enjambment is used The use on enjambment creates flow – smooth and natural like speech can also be used to speed up the pace to create urgency or excitement</p>	<p>T3: enjambment - a poetic technique where a sentence or phrase continues from one line of poetry to the next</p>			<p>This is a better response because it goes beyond identifying enjambment and explains its effect and purpose in detail:</p> <ul style="list-style-type: none"> • It identifies the language technique accurately (enjambment). • It uses a precise quotation from the poem.

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	<p>emphasises key words at the end of a line (the next line can change or complete the meaning)</p> <p>fast enjambment – panic, chaos and excitement</p> <p>slow enjambment – calm and reflective</p>	<p>without a pause or punctuation at the end of the line.</p>			<ul style="list-style-type: none"> • It explains how the form mirrors meaning: the lines flow on just like the river itself. • It links language to later events, showing awareness of the poem as a whole by explaining how the enjambment foreshadows the Lady's journey. • It also offers an alternative interpretation, contrasting the river's freedom with the Lady's confinement in the tower. • Overall, it analyses why Tennyson uses enjambment, not just what it is, showing insight and thematic understanding. <p>Why does Tennyson enjamb these lines?</p> <p>In stanza two (Part II), Tennyson uses enjambment when he writes "A curse is on her, if she stay / Her weaving, either night or day."</p> <p>Perhaps this example of enjambment reflects the Lady's lack of rest or pause in her life, as the line runs on without stopping, just as her work never ends. The use of enjambment emphasises the idea that the curse is constant and inescapable, forcing the Lady into continuous, unbroken labour. This mirrors her emotional entrapment and shows how her life is controlled by the curse rather than by her own choices.</p> <p>What makes this a better response?</p> <ul style="list-style-type: none"> • It names the technique clearly (enjambment). • It uses a direct quotation from the poem. • It explains why Tennyson uses it, not just what it is. • It links language to meaning and theme (entrapment and lack of freedom).

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Lesson 6: Writing about the poem					<p>Example responses – turn and talk</p> <p>Example 1 (myths and legends) <i>I think Tennyson wrote the poem as a result of his interest in medieval legends and Arthurian stories because they include magic, deception, and characters who are entrapped by spells or rules.</i></p> <p>Example 2 (women in Victorian times) <i>I think Tennyson wrote the poem as a result of his beliefs about society because women in the Victorian era were often entrapped by rules, and the poem shows how this could feel like deception.</i></p> <p>Example 3 (art and creativity) <i>I think Tennyson wrote the poem as a result of his ideas about art and creativity because he shows how focusing only on art can lead to deception and trap characters away from real life.</i></p> <p>Example 4 (combining ideas) <i>I think Tennyson wrote the poem as a result of his interest in myths and his views on society because he uses a story about entrapment to show how deception can control people's lives.</i></p> <p><i>For completed table see folder</i></p>
Lesson 7: The Prisoner – Bronte	<p>The poem, 'The Prisoner' is about someone trapped in harsh conditions and dreaming of release.</p> <p>Women, in the Victorian era, were expected to be obedient, quiet and controlled.</p> <p>Women lived very restricted lives.</p> <p>Creative or independent women were judged harshly.</p>	<p>T3: Romanticism - A literary and artistic movement (late 18th–early 19th century) that emphasises emotion, individual experience, imagination, nature, and freedom from social or artistic rules.</p>			<p>Connotations of the word <i>prisoner</i>:</p> <ul style="list-style-type: none"> ● Being locked up ● Lack of freedom ● Being controlled by others ● Punishment or captivity <p>Feelings a prisoner might experience:</p> <ul style="list-style-type: none"> ● Loneliness – being separated from others ● Fear – of what might happen next ● Frustration – not being able to leave or choose ● Hopelessness – feeling stuck with no escape

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		<p>T3: Caesura – A pause or break in a line of poetry, usually created by punctuation such as a comma, dash, or full stop, used for effect.</p>			<p>What does the word ‘freedom’ make you think of? The word “freedom” makes me think of being able to make your own choices and live without restrictions.</p> <p>Connotations of the word <i>freedom</i>:</p> <ul style="list-style-type: none"> ● Independence ● Escape ● Movement ● Choice ● Open spaces <p>Feelings associated with freedom:</p> <ul style="list-style-type: none"> ● Happiness – feeling relaxed and joyful ● Relief – no longer being controlled ● Excitement – new possibilities ahead ● Peace – feeling calm and safe <p>Annotations -</p> <p>1. “Year after year in gloom and desolate despair” What it means: The speaker has been suffering for a very long time and feels very sad and hopeless. What it suggests: The phrase “<i>year after year</i>” suggests the suffering never stops and goes on for a long time. The word “<i>desolate</i>” suggests the speaker feels completely lonely and empty. What it highlights: This highlights the speaker’s emotional suffering caused by being imprisoned for so long. The reader feels sympathy because the suffering sounds tiring and never-ending.</p> <p>2. “That kill me with desire” What it means: The speaker wants freedom so badly that it feels painful. What it suggests: The word “<i>kill</i>” is extreme and suggests the desire for freedom is very strong and overwhelming. What it highlights: This shows that hope can cause suffering, not just comfort.</p>

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					<p>The reader understands how painful it is to want something that cannot be reached.</p> <p>3. “The struggle of distress and fierce impatience ends” What it means: For a short time, the speaker’s pain and frustration stop. What it suggests: The word “<i>struggle</i>” suggests suffering feels like a fight. It also suggests the speaker only escapes through their imagination, not in real life. What it highlights: This shows the contrast between the speaker’s pain and moments of peace. The reader feels brief relief but knows it will not last.</p> <p>4. “O dreadful is the check—intense the agony—” What it means: Coming back to reality after dreaming of freedom is very painful. What it suggests: The word “<i>dreadful</i>” suggests fear as well as pain, showing how shocking the return is. What it highlights: This highlights how cruel imprisonment is, because even hope makes the pain worse. The reader feels shocked and uncomfortable at how sudden the pain is.</p> <p>5. “The soul to feel the flesh, and the flesh to feel the chain” What it means: The speaker becomes aware of their body again and remembers they are imprisoned. What it suggests: The word “<i>chain</i>” is a symbol of being trapped and not free. What it highlights: This highlights the physical side of suffering, not just emotional pain. The reader can clearly imagine how trapped and restricted the speaker feels.</p> <p>6. “The more that anguish racks, the earlier it will bless” What it means: The speaker believes more suffering will lead to peace sooner, possibly through death. What it suggests: The word “<i>racks</i>” suggests pain like torture, showing how extreme the suffering is.</p>

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					<p>What it highlights: This shows the speaker accepts suffering and sees it as a way to escape. The reader may feel disturbed but understands how desperate the speaker is.</p> <p>7. “If it but herald Death, the vision is divine” What it means: Death feels peaceful and good because it would end the suffering. What it suggests: The word “<i>divine</i>” suggests death seems calming, holy, or comforting. What it highlights: This highlights how severe the speaker’s suffering is. The reader feels sympathy but also unease because the speaker has lost hope in life.</p> <p>Reading comprehension</p> <ol style="list-style-type: none"> 1. The word “<i>tyrants</i>” suggests that the people controlling the speaker are cruel, unfair, and powerful, and that they abuse their control. 2. “<i>Desolate despair</i>” means feeling completely lonely, empty, and hopeless, as if there is no happiness left. 3. A messenger of Hope visits the speaker every night. 4. The messenger brings hope and dreams of freedom. 5. The capital letter suggests the <i>Invisible</i> is something spiritual or supernatural, not something that can be physically seen. 6. The stars are described as tender and bright, making the sky feel calm and beautiful. 7. The speaker experiences a “soundless calm”, meaning a deep and peaceful quiet. 8. It suggests the speaker feels peaceful and free in their mind, even though they are still physically trapped. 9. It shows the speaker feels hopeful and believes their suffering will not last forever. 10. “<i>Eternal liberty</i>” means freedom forever, possibly through death or in the afterlife. 11. The final vision announces death.

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					<p>12. Because the speaker is reminded they are still imprisoned, which makes their suffering feel worse after imagining freedom.</p> <p>13. It symbolises pain, suffering, and extreme torment.</p> <p>14. The messenger gives the speaker visions and dreams that help him escape mentally, even though he cannot escape physically.</p> <p>15. Nature is described as beautiful and gentle, which creates a calm atmosphere and makes the speaker feel free in his imagination.</p> <p>16. The speaker's body is trapped, but his mind and imagination are free, showing a strong contrast between the two</p> <p>17. The poem focuses on strong feelings, dreams and visions, and spiritual ideas, which are key features of Romantic poetry.</p> <p>18. Example: "O dreadful is the check—intense the agony—" The pauses slow the line down and make the pain feel more powerful and dramatic.</p> <p>19. The tone is sad but hopeful, because the speaker is suffering but believes things may improve.</p> <p>20. The tone is dark but accepting, which makes the ending feel calm and final.</p> <p>21. Phrases like "the flesh to feel the chain" show that the speaker's body is restrained and imprisoned.</p>
Lesson 8 – Writing about the poem					<p>Example responses – turn and talk</p> <p>A: Romanticism / Nature</p> <ul style="list-style-type: none"> • <i>I think Brontë wrote the poem as a result of Romanticism because she wanted to show how nature can help people feel free, even when they are stuck. The prisoner feels entrapment, but the tone becomes more hopeful when he thinks about the outside world.</i> • <i>I think Brontë wrote the poem as a result of Romanticism because she believed nature was powerful. Even though the prisoner feels trapped, the tone shows hope when he imagines nature.</i>

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					<p>B: Victorian Society / Gender</p> <ul style="list-style-type: none"> <i>I think Brontë wrote the poem as a result of Victorian society because many people felt entrapment in their lives. The tone is sad and frustrated because the prisoner cannot escape.</i> <i>I think Brontë wrote the poem as a result of Victorian ideas about rules and expectations because people were controlled. The tone shows unhappiness, which suggests the prisoner feels trapped.</i> <p>For completed table see folder</p>
Lesson 9 – From a Railway carriage	1800s was a time of great change in Britain there were many new inventions including steam railway				<p>Annotations: Key quotations – How train travel is presented</p> <p>1. “Faster than fairies, faster than witches”</p> <ul style="list-style-type: none"> Shows: The train is presented as incredibly fast. Suggests (zoom in): The words “fairies” and “witches” suggest magical, supernatural speed. Excitement and wonder Highlights (effect on reader): It makes the reader feel amazed and excited by how unbelievably fast the train seems. <p>2. “Charging along like troops in a battle”</p> <ul style="list-style-type: none"> Shows: The train is powerful and forceful. Suggests (zoom in): The verb “charging” suggests energy, aggression and unstoppable movement. Powerful and thrilling Highlights (effect on reader): It creates a sense of speed, noise and intensity, making the journey feel dramatic. <p>3. “Fly as thick as driving rain”</p> <ul style="list-style-type: none"> Shows: The scenery passes very quickly.



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					<ul style="list-style-type: none"> • Suggests (zoom in): The word “thick” suggests a large number of sights rushing past all at once. • Highlights (effect on reader): The reader imagines a blur of movement, where everything is hard to focus on. <p>4. “In the wink of an eye”</p> <ul style="list-style-type: none"> • Shows: Everything happens very quickly. • Suggests (zoom in): The phrase “wink” suggests something happening in a tiny moment. • Highlights (effect on reader): It emphasises the speed of the train and how quickly the journey passes, creating excitement. <p>5. “Painted stations whistle by”</p> <ul style="list-style-type: none"> • Shows: Even stations are passed quickly without stopping. • Suggests (zoom in): The verb “whistle” suggests sound and movement, making the train feel alive. Fast paced • Highlights (effect on reader): The reader can almost hear and see the train rushing past places. <p>6. “Here is a child... Here is a tramp...” (repetition)</p> <ul style="list-style-type: none"> • Shows: Many different scenes appear one after another. • Suggests (zoom in): The repetition of “Here is” suggests quick snapshots. Brief glimpses of life • Highlights (effect on reader): It creates the feeling of looking out of a window and seeing things flash past. <p>7. “Each a glimpse and gone for ever!”</p> <ul style="list-style-type: none"> • Shows: Everything is seen only for a short moment. • Suggests (zoom in): The word “glimpse” suggests a quick, incomplete view.

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					<ul style="list-style-type: none"> Highlights (effect on reader): It makes the reader realise the journey is fast but also fleeting and slightly sad. <p>Understanding the poem</p> <p>1. What does the phrase “wink of an eye” mean? It means very quickly, in a moment or instant.</p> <p>2. Name two things the train passes in the first four lines. For example:</p> <ul style="list-style-type: none"> Bridges Houses <p>(Also acceptable: hedges, ditches, horses, cattle)</p> <p>3. What can we infer about how fast the train is moving? Use evidence. We can infer that the train is extremely fast.</p> <ul style="list-style-type: none"> It is described as “faster than fairies, faster than witches” The sights “fly as thick as driving rain” This suggests everything is passing very quickly. <p>4. Find and copy an example of a simile. What is the effect? Example: “Fly as thick as driving rain” Effect:</p> <ul style="list-style-type: none"> It shows how quickly and constantly things pass by It helps the reader imagine the speed and movement of the train <p>5. Why might the child be described as “all by himself”?</p> <ul style="list-style-type: none"> To show the child is independent or alone It highlights a quiet, personal moment in contrast to the fast-moving train

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					<p>6. What can we infer about the speaker’s feelings towards the journey? The speaker feels:</p> <ul style="list-style-type: none"> • Excited • Amazed <p>The fast pace and lively descriptions show enjoyment of the journey and its changing sights.</p> <p>7. Explain why the poet compares the train to fairies and witches.</p> <ul style="list-style-type: none"> • Fairies and witches are magical and very fast • The comparison shows the train is almost unbelievably quick and exciting. <p>8. Explain how repetition of “Here is...” affects the reader.</p> <ul style="list-style-type: none"> • It creates a list of quick snapshots • It helps show how things appear one after another very quickly • It makes the reader feel like they are looking out of the window <p>9. How does the final line sum up the poem’s main idea? “Each a glimpse and gone for ever!” shows that:</p> <ul style="list-style-type: none"> • Everything is seen only for a short moment • The journey is about fleeting sights that quickly disappear This reflects the main idea of speed and passing time. <p>10. Explain how the poem shows the excitement of train travel. The poem shows excitement through:</p> <ul style="list-style-type: none"> • Fast-paced language (“faster than”, “charging”, “fly”) • Similes and comparisons to magical or powerful things • Quick-changing images of people and landscapes • A sense that everything is rushing past in a blur. This makes the journey feel energetic and thrilling.

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Lesson 10: Writing about the poem					<p>Suggested answers: turn and talk</p> <p>Answer 1 (most accessible): I think Stevenson wrote the poem because he wanted to show the excitement and speed of travelling by train. This is shown through how everything moves in a blur, like when the sights “fly as thick as driving rain”, which suggests everything passes very quickly.</p> <p>Answer 2 (links to Victorian context): I think Stevenson wrote the poem because trains were new and exciting in the Victorian era, and people were amazed by their speed and movement. This is shown through phrases like “faster than fairies, faster than witches”, which makes the train seem incredibly fast and almost magical.</p> <p>Answer 3 (child’s perspective): I think Stevenson wrote the poem because he wanted to show a child’s sense of wonder and excitement when looking out of the window. This is shown through the different scenes that appear one after another, creating a fast-moving blur of images, just like a child quickly noticing everything around them.</p> <p>For completed table see folder</p>

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Lesson 11 – Writing our own poem					<p>Turn and Talk – Suggested Answers</p> <p>A: What is the poem <i>From a Railway Carriage</i> about? Sentence stem answer:</p> <ul style="list-style-type: none"> The poem, <i>From a Railway Carriage</i>, is about a journey on a train and how fast and exciting it feels. <p>Slightly extended (if needed):</p> <ul style="list-style-type: none"> The poem, <i>From a Railway Carriage</i>, is about travelling on a train and seeing the world rush past very quickly during the Industrial Revolution. <p>B: What techniques does Stevenson use to show speed? Sentence stem answer:</p> <ul style="list-style-type: none"> The poet, Stevenson, has used repetition and lots of movement to show how fast the train is. <p>Expanded (for slightly stronger pupils):</p> <ul style="list-style-type: none"> The poet, Stevenson, has used repetition, such as “faster than”, to show speed and make the poem feel quick. He also uses words that show movement, like “whistle” and “charging”, to suggest the train is always moving. This links to the Industrial Revolution, when trains were new and exciting. <p>Suggested responses</p> <p>● Places:</p> <ul style="list-style-type: none"> Rows of terraced houses Busy city centres with tall glass buildings Retail parks / supermarkets (Tesco, Aldi, etc.) New housing estates Industrial estates / warehouses Football pitches / school fields Motorways and dual carriageways Train stations with digital signs

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					<ul style="list-style-type: none"> • Construction sites with cranes <p> People:</p> <ul style="list-style-type: none"> • Commuters on phones • People wearing headphones / AirPods • Builders in high-vis jackets • Dog walkers in parks • Teenagers on bikes or scooters • People waiting on platforms with coffee cups • Runners / joggers • People taking selfies or videos <p> Objects:</p> <ul style="list-style-type: none"> • Graffiti on walls and bridges • Electric pylons and power lines • Cars stuck in traffic • Buses and lorries • Traffic lights and CCTV cameras • Billboards / adverts • Mobile phone masts • Fences and barriers • Other trains rushing past • Bins, benches and shelters at stations <p>Model poem –</p> <p>Faster than cars, faster than buses, Pylons and graffiti, And flashing along like trains in a tunnel, Here is a busy city, Here is a retail park; Each a quick glimpse, And gone in seconds!</p>

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					<p>Faster than traffic, faster than lorries, Graffiti and pylons, And flashing along like lights in the dark, Here is a crowded station, Here is a football pitch; Each a blurred image, And gone in seconds!</p>