



| Lessons Sequence | |
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| <p>TOPIC (S)</p> <p>Power and Conflict Anthology Poetry</p> | <ol style="list-style-type: none"> 1. Unseen Poetry: Coat 2. Percy Shelley's Ozymandias 3. Shelley's Purpose 4. Ozymandias Knowledge Test 5. Planning a Narrative 6. Writing an Ozymandias Inspired Narrative 7. William Blake's London 8. Impressions of Blake's London 9. Using Sensory Imagery to Create Atmosphere 10. Oppression and Social Structures in London and Ozymandias 11. William Wordsworth's The Prelude 12. Planning an Extended Response 13. Writing an Extended Response 14. Daffodils Comparison 15. Robert Browning's My Last Duchess 16. Social Class and Art 17. My Last Duchess and London Comparison 18. My Last Duchess and Ozymandias Comparison 19. Creating Complex Characters 20. Developing Character 21. War: Birdsong Extract Analysis 22. Unseen War Poetry: The Solider 23. Unseen War Poetry Comparison: The Soldier and Anthem for Doomed Youth 24. Alfred Tennyson's The Charge of the Light Brigade 25. Presentation of War 26. Wilfred Owen's Exposure 27. War and Nature in Exposure 28. Diary Entry 29. Planning an Extended Response 30. Writing an Extended Response 31. Topic Test: Ozymandias to Exposure 32. Power of Nature in Wuthering Heights 33. Power of Nature in To the Lighthouse 34. Seamus Heaney's Storm on the Island 35. Nature in Storm on the Island 36. Article Writing 37. Ted Hughes' Bayonet Charge 38. Abandoned Ideals 39. Writing War Poetry 40. Simon Armitage's Remains 41. Memory in Remains 42. Reality of War 43. Jane Weir's Poppies 44. Memory in Poppies 45. Poppies Knowledge Check 46. Carol Ann Duffy's War Photographer 47. Memory in War Photographer 48. Imtiaz Dharker's Tissue 49. Fragility 50. Comparing Tissue 51. Symbolism 52. Summative Assessment Language Paper 1 Question 5 53. Carol Rumens' The Emigree 54. Imagination and Convention 55. Identity Poetry: Won't you celebrate with me? 56. Won't you celebrate with me? And I, Too Comparison 57. Unseen Poetry Summative Assessment 58. Checking Out Me History 59. Social Structures and Oppression 60. Beatrice Garland's Kamikaze 61. War, Nature and the Individual 62. Assessment Preparation 63. Poetry Summative Assessment |
| <p>Knowledge & Skills development</p> | <ul style="list-style-type: none"> • Examine context relating to each poem and its influences on the poem • Analyse both anthology poetry and unseen poetry effectively using poetic terminology • Identify and analyse how key themes e.g. power and conflict are presented in the anthology poems • Identify and analyse the conventions of fiction writing using accurate terminology and utilise them effectively • Create complex characters • Plan and write detailed academic analysis |

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| Assessment / Feedback Opportunities | Students will complete a range of creative writing pieces. | Students will complete a range poetry analysis tasks. | Summative Unseen Poetry Assessment | Summative Poetry Assessment | Summative Language Paper 1 Question 5 Assessment | Topic Test to recall key knowledge from each poem |
| Cultural Capital SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect) | As part of the department's ongoing vision for students to develop a love of literature, this unit continues to develop this. Students will study a rich and varied range of writers including both modern writers and those in the literary canon. Through the study of power and conflict poetry students will be given opportunities to examine and discuss topics relevant to the world around us such as equality, war, gender roles. Students will be given opportunities to formulate their views and justify with evidence. | | | | | |
| Reading opportunities | Daffodils by William Wordsworth <i>Birdsong</i> by Sebastian Faulks The Solider by Rupert Brooke Anthem for Doomed Youth by Wilfred Owen <i>Wuthering Heights</i> by Emily Bronte <i>To the Lighthouse</i> by Virginia Woolf Won't you celebrate with me? By Lucille Clifton I, too by Langston Hughes | | | | | |
| Key Vocabulary | Ephemeral | Oppression | Sublime | Perturbed | Hostile | Dominant |
| | Vigour | Despicable | Detestable | Repugnant | Destructive | Futile |
| | Necessity | Sacrifice | Patriotism | Incessant | Exposed | Monotonous |
| | Ambiguity | Exasperated | Futility | Ostracised | Noble | |
| | Irony | Sonnet | Oxymoron | Rhyme | Rhythm | Mood |
| | Atmosphere | Blank Verse | Figurative Language | Foreshadow | Dramatic Monologue | Caesura |
| | Tone | Voice | Semantic Field | Juxtaposition | Modal Verbs | Symbolism |
| Digital Literacy | Visual stimulus for each lesson Audio versions of the poems Interviews with poets | | | | | |
| Cross-Curricular Links | History: students study poetry from 1818 to the modern day and are given opportunities to see how historic events influence the writing of poetry Religious Education: there are references to religion in a range of poems giving students opportunities to study how religion influences poetry | | | | | |
| Careers | Advertising, marketing, writing, journalism, law, consultancy, business, teaching, performing arts, academia, linguistics, foreign languages and media | | | | | |