



Unit: Poetry	Learning Sequence		
	<ol style="list-style-type: none"> <li><b>Unseen Poetry: Coat:</b> How do I analyse a poem?</li> <li><b>Unseen Poetry: Old Photographs:</b> How do I use quotations to justify my impressions?</li> <li><b>Unseen Poetry Comparison:</b> How do I write a detailed comparison?</li> <li><b>Percy Shelley's Ozymandias:</b> How does Shelley present key ideas in Ozymandias?</li> <li><b>Shelley's Purpose:</b> How does Shelley present Ozymandias?</li> <li><b>Ozymandias Knowledge Test:</b> What can I recall about Ozymandias?</li> <li><b>William Blake's London:</b> How does Blake use rhyme and repetition?</li> <li><b>Power and Control in London and Ozymandias:</b> How do Blake and Shelley explore power and control?</li> <li><b>Unseen Poetry: Daffodils:</b> How does Wordsworth present nature?</li> <li><b>William Wordsworth's The Prelude:</b> How does Wordsworth present key ideas in The Prelude?</li> <li><b>The Power of Nature:</b> How does Wordsworth present nature?</li> <li><b>Robert Browning's My Last Duchess:</b> How does Browning present key ideas in My Last Duchess?</li> <li><b>Creating Characters:</b> How does Browning create complex characters?</li> <li><b>My Last Duchess and Ozymandias Comparison: Power:</b> How is power presented in Ozymandias and My Last Duchess?</li> </ol>	<ol style="list-style-type: none"> <li><b>Presentation of War in CotLB:</b> How is war presented?</li> <li><b>Unseen War Poetry: The Solider:</b> How does Brooke present war in The Soldier?</li> <li><b>Unseen War Poetry: Anthem for Doomed Youth:</b> How does Owen present the futility war in Anthem for Doomed Youth?</li> <li><b>Unseen War Poetry Comparison: The Soldier and Anthem for Doomed Youth:</b> How do Brooke and Owen present war?</li> <li><b>Wilfred Owen's Exposure:</b> How does Owen present key ideas in Exposure?</li> <li><b>War and Nature in Exposure:</b> How does Owen present war and nature?</li> <li><b>Seamus Heaney's Storm on the Island:</b> How does Heaney present key ideas in Storm on the Island?</li> <li><b>Nature in Storm on the Island and The Prelude:</b> How do Wordsworth and Heaney present the power of nature?</li> <li><b>Ted Hughes' Bayonet Charge:</b> How does Hughes present key ideas in Bayonet Charge?</li> <li><b>Presentation of Conflict:</b> How do poets present ideas about conflict?</li> <li><b>Simon Armitage's Remains:</b> How does Armitage present key ideas in Remains?</li> <li><b>Conflict and Inner Conflict in Remains:</b> How does Armitage present conflict and inner conflict?</li> <li><b>Jane Weir's Poppies:</b> How does Weir present key ideas in Poppies?</li> <li><b>Poppies Knowledge Check:</b> What can I recall about Poppies?</li> </ol>	<ol style="list-style-type: none"> <li><b>Memory in War Photographer:</b> How is the power of memory presented?</li> <li><b>Memory:</b> How is memory presented in two poems in the anthology?</li> <li><b>Imtiaz Dharker's Tissue:</b> How does Dharker present key ideas in Tissue?</li> <li><b>Symbolism in Tissue:</b> How does Dharker use symbolism?</li> <li><b>Exploring Memories in Narrative Writing:</b> Can I explore the power of memory in my writing?</li> <li><b>Carol Rumens' The Emigree:</b> How does Rumens present key ideas in The Emigree?</li> <li><b>Memory and Reality:</b> How does Rumens explore the conflict between memory and reality?</li> <li><b>Unseen Poetry: Won't you celebrate with me?:</b> How does Angelou present identity?</li> <li><b>Unseen Poetry Comparison: Won't you celebrate with me? And I, Too Comparison:</b> How do Angelou and Hughes present identity?</li> <li><b>John Agard's Checking Out Me History:</b> How does Agard present key ideas in Checking Out Me History?</li> <li><b>Identity:</b> How is identity presented?</li> <li><b>Beatrice Garland's Kamikaze:</b> How does Garland present key ideas in Kamikaze?</li> <li><b>War, Nature and the Individual:</b> How does Garland explore key themes?</li> <li><b>Nature:</b> How do poets explore nature?</li> <li><b>War:</b> How do poets explore war?</li> <li><b>Identity:</b> How do poets explore identity?</li> <li><b>Power:</b> How do poets explore power?</li> <li><b>Conflict:</b> How do poets explore conflict?</li> </ol>

	15. <b>Alfred Tennyson’s The Charge of the Light Brigade:</b> How does Tennyson present key ideas if CotLB?	30. <b>Carol Ann Duffy’s War Photographer:</b> How does Duffy present key ideas in War Photographer?	
<b>Knowledge &amp; Skills development</b>	<u>Contextual Understanding</u> <ul style="list-style-type: none"><li>• How poet’s lives influence their writing</li><li>• How significant events in history influence writing</li></ul> <u>Writers’ Craft</u> <ul style="list-style-type: none"><li>• Key terminology related to language, structure, literary devices and poetic methods</li><li>• The effect of language, structure, literary devices and poetic methods</li><li>• How writers create and develop themes through language and structure</li><li>• Explore the effect of recurring symbols throughout the poetry</li></ul> <u>Analytical Writing Skills</u> <ul style="list-style-type: none"><li>• How to analyse language</li><li>• How to analyse structure</li><li>• How to analyse poetic methods</li><li>• How to annotate extracts to effectively analyse language choices and effect</li><li>• How to develop the depth and detail of analytical writing</li><li>• How to plan and approach a comparison essay</li><li>• How to write a detailed comparison essay</li><li>• The essential components of a successful examination response</li><li>• How to revise</li><li>• Key quotations for effective examination responses</li></ul>		
<b>Assessment / Feedback Opportunities</b>	<b>Formative Assessment</b> Mid-Point Exam Question and DIRT Mid-Point Knowledge Check	<b>Summative Assessment</b> End-Point Exam Question and DIRT End-Point Knowledge Check	
<b>Key Vocabulary</b>	Ephemeral Futility Marginalise Objectify Ostracise	Dramatic Monologue Dactylic Dimeter Framed Narrative Sublime	
<b>Literacy/Reading opportunities</b>	Daffodils by William Wordsworth The Solider by Rupert Brooke Anthem for Doomed Youth by Wilfred Owen		

	<p>Won't you celebrate with me? By Lucille Clifton</p> <p>I, too by Langston Hughes</p>
<b>Cross Curricular Themes</b>	<p>History: Students study poetry from 1818 to the modern day and are given opportunities to see how historic events influence the writing of poetry</p> <p>Religious Studies: Exploring religious imagery</p>
<b>Personal Development (Including British Values, RSE, Citizenship)</b>	<p>Personal Development: Relationships, Family, Morality</p> <p>Democracy: The role of institutions</p> <p>Individual liberty: Exploration of autonomy and equality</p> <p>Mutal Respect: Exploration of challenging stereotypes and treating others with dignity</p> <p>Citizenship: Exploring concept of social responsibility</p>
<b>Career Opportunities</b>	<p>Journalism, law, performing arts and writing</p>