Year 10
Subject: English
Topic/Unit: Power and Conflict Poetry (War poems)
When: Autumn 1

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Overview: This unit focuses on a selection of poems from the AQA Power and Conflict anthology, specifically those concerning the physical and psychological impacts of war. Students will analyse seven poems: *The Charge of the Light Brigade*, *Exposure*, *Bayonet Charge*, *Remains*, *Poppies*, *War Photographer*, and *Kamikaze*. The unit explores how poets use language, form, and structure to present themes of patriotism, the power of nature, and human suffering.

Why this? Why now? Why does it matter? This unit marks the beginning of the GCSE English Literature course, establishing the analytical skills required for Paper 2. It matters because it allows students to explore complex human emotions, such as guilt and honour, while understanding the historical and social contexts that shaped these perspectives.

Building on...building to: The unit **builds on** Year 8 knowledge of World War One poetry and Year 9 studies of protest poetry. It **builds towards** the Year 10 Unseen Poetry unit and the final GCSE examinations, where students must confidently compare poems and construct sustained lines of argument. For students who take English Literature A Level, this unit will also prepare them for the complexities and beauty of poetry.

Sequence summary:

- **Weeks 1-2:** Investigation of *The Charge of the Light Brigade* and *Exposure*, contrasting 19th-century patriotism with the harsh realities of trench warfare.
- **Week 3:** Focus on *Bayonet Charge* and *Remains*, exploring the immediate chaos of battle and the long-term psychological effects of PTSD.
- **Week 4:** Analysis of *Poppies* and *War Photographer*, examining the domestic impact of conflict and society's desensitization to war.
- **Week 5:** Study of *Kamikaze* and consolidation of comparative skills, culminating in a formal assessment.

Key Vocabulary: Patriotism, dactylic dimeter, sibilance, personification, *in medias res*, PTSD, desensitized, and abstract nouns such as honour, shame, and futility.

Assessments: A formal comparative essay in Week 5, where students will compare the presentation of power or conflict in two studied poems.

Able and interested: High-achieving students will be challenged to "explode" star quotations, identifying layers of meaning regarding authorial purpose and structural significance. They will also utilise sophisticated abstract nouns to refine their analytical sentences.

Inclusion, Personal Development and Wider Skills: The unit provides scaffolding, visual representations, and glossaries to ensure all learners can access the complex imagery. It supports personal development by linking to PSHE themes of mental health and the ethical implications of reporting conflict.

Homework and Independent Learning: Homework tasks will be set on a weekly basis, with an optional stretch and challenge task for those who want to push themselves further.
Types of tasks:

- Reinforce and embed learning. e.g. to practise examination questions, create mind maps and flashcards, explode and learn key quotations, complete comprehension tasks etc
- Develop broader understanding of the topic through wider reading.
- Quizzes set on Microsoft Forms and Seneca