**English Language Paper 1: Overview**

|  |  |  |
| --- | --- | --- |
| **Question 1****5 mins** | **List answers from the text. Look for the lines given in the question to help you focus your answer**.(AO1, 4 marks)  |  |
| **Question 2:****12mins** | **How does the writer use language to**… **?**(AO2, 8 marks - **language analysis.** roughly 3-4 WHAT-HOW-WHY paragraphs) | Make sure you identify the **writer’s methods** here.1. Read the question carefully, highlight key words to answer the question (e.g. the writer presents as…)
2. Add your quotation and comment on the meaning.
3. Explore the method and zoom in on key words

Explain the effect of this choice. Can you explain the connotations/layers of meaning? |
| **Question 3:****12 minutes** | **How does the writer*****structure***…(AO2, 8 marks - **structural analysis.** Explore roughly 3/4 ideas.) | You should read the extract as a whole and ask yourself:‘What do I learn, in what order, and why might the writer have organised the text in this way?’1. Identify the structural feature ***(exposition, focus shift, zoom in, zoom out, repetition, dialogue, conflict, climax, pace, foreshadowing, motif, flashback, circular narrative structure, simple sentences, introduction to new characters)***
2. Give an example/reference from the text

Explore the meaning or effect created by this decision. How does it help to create characterisation/develop the plot/reveal a character’s feelings…?  |
| **Question 4:****20 minutes** | **To what extent do you agree**… **?**(AO4 20 marks - **critically evaluate** the text. 3-4 ideas needed.) | * Read the given statement very carefully and decide on **your opinion.** Find evidence to support your ideas.
* You **must** explore **language** and **structural** choices in this question!
* Use connectives to organize your ideas. Try and think about the other side of the opinion.

Opinion > evidence > method > meaning/effect |
| Section B:**Q5/ 45mins** One fiction writing taskEither a descriptive or narrative piece **(40 marks)** | * Write a description based on this image. **ALWAYS WRITE A DESCRIPTION** based on a feeling link to the image
* Write the opening of a story in which the character needs to escape.
* *Write about a time when you felt isolated.*
* *Write a story beginning with the words ‘As soon as she left the house, she knew it would be a bad day.’*
* (AO5- content and organisation, 24 marks; AO6- technical accuracy, 16 marks) Write a description based on this image.

(AO5- content and organisation, 24 marks; AO6- technical accuracy, 16 marks) | **Structuring your fiction task:**1. Create a sense of place. Use pathetic fallacy.
2. Use varied sentences in your opening paragraph. Try a one word sentence and a grade 8 sentence.
3. Grab the reader from the start. Leave some questions/unexplained details so you can gradually reveal your character and unravel them throughout.
4. Try to vary paragraphs. Could you add a one line example?
5. Use dialogue sparingly - maximum of two lines.

Jump into the action. You only have 45 minutes!AAMOPSUse a variety of sentence openers.Use one sentence paragraphs.Use show, not tell!Use a circular narrative structure Use paragraphs to organise your ideas.Use a range of punctuation for effect. |

|  |
| --- |
| **English Language Paper 2 -NON-FICTION READING SECTION A****1 hour** |
| 4 **reading** questions on two unseen**non-fiction texts of the same topic/theme** one text will be from the 19th century, one will be from the 20th/21st century**(40 marks)** | **Timing** | **What skill is this testing?** | **What do I need to do?** |
| **Q1/ 5mins** | **True or False?**(AO1, 4 marks) | Shade 4 circles. If you make a mistake, put a cross through the box. |
| **Q2/ 8mins** | **Write a summary of...**Make inferences; NO LANGUAGE ANALYSIS.(AO1, 8 marks; roughly 2 comparison points needed) | You must select evidence and INFER (in your own words) the meaning created.* **Begin with a statement of difference**…
* Both and explore . However, in , the

is…* In Source A, the phrase “ ” implies...
* **Similarly / On the other hand,** in Source B, the use of “ ” reveals…
 |
| **Q3/ 12mins** | **How does the writer use language to...?**LANGUAGE ANALYSIS QUESTION(AO2, 12 marks. Roughly 3 paragraphs/ideas) | 1. Answer the question (e.g the writer presents as…)
2. Add your quotation and comment on the meaning.
3. Zoom in and explore the method
4. Explain the effect of this choice. Can you explain the connotations/layers of meaning?
 |
| **Q4/ 20mins** | **Compare how the two writers convey their perspectives on...**(AO3, 16 marks; roughly 3-4 paragraphs) | **Remember to use VEME to answer this question: Identify the different opinions in your introduction.****Source A** Viewpoint Evidence MethodExplore the effect**Source B**Connective ViewpointEvidence MethodExplore the effectUse comparing and contrasting connectives to show the differences/similarities.  |
| **English Language Paper 2- WRITING SECTION B (non-fiction) 45 minutes** |
| Section BOne non-fiction writing taske.g. a letter, an article, a speech, a leaflet, an essay...**(40 marks)** | **Q5/ 45mins** | * **Write a formal letter to... arguing your views on...**
* **Write a speech aimed at... to...**
* **Write a lively article for a broadsheet newspaper to...**
* **Write an essay expressing your opinion on**…
* **Write a leaflet to inform about...**

(AO5- content and organisation, 24 marks; AO6- technical accuracy, 16 marks) | **PLAN YOUR IDEA FIRST!*** Make sure you have a clear viewpoint with relevant ideas to support your argument. *You can make them up.*
* You should use a range of AREDFOREST features.
* Check your SPaG carefully as you write.

**Structuring your non-fiction task:**1. Relevant starting point e.g. Headline, addresses, a powerful title...
2. **P1** Introduction with clear **PAF**, make your view clear (rhetorical question, grade 8 sentence, 1 word sentence…)
3. **P2** first key idea with evidence (stats, evidence)
4. **P3** next key idea with own strong opinion (triplets, rhetorical question, emotive language)
5. **P4** try a counter-argument if you can, recognise an opposing view but ultimately prove that your opinion is right! Use an anecdote.
6. **P5** Strong, clear ending, argument sustained. Short sentence for impact.
 |

**English Literature Paper 1 – Shakespeare and 19th Century novel**

**1 hour and 45 minutes**

**Macbeth - Shakespeare**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Main Topic | I am able to… | G | A | R |
| Context: social and historical | Recall who was on the throne at the time ‘Macbeth’ was written |  |  |  |
| Name the Era ‘Macbeth’ was written in |  |  |  |
| Explain what the monarch was like and why that is significant |  |  |  |
| Define the term ‘supernatural’ |  |  |  |
| Explain views towards the supernatural at the time |  |  |  |
| Explain the role of women at the time |  |  |  |
| Explain what happened in the gunpowder plot |  |  |  |
| Confidently link this context to the play |  |  |  |
| Context: the writer | Name the writer of the play |  |  |  |
| Recall key details about the writer’s life |  |  |  |
| Explain the writer’s possible reasons behind writing the play |  |  |  |
| Recall when the play was set and when it was written |  |  |  |
| Confidently link this context to the play |  |  |  |
| Plot | Recall where the play is set |  |  |  |
| Recall the key events and plot details of Act 1 |  |  |  |
| Recall the key events and plot details of Act 2 |  |  |  |
| Recall the key events and plot details of Act 3 |  |  |  |
| Recall the key events and plot details of Act 4 |  |  |  |
| Recall the key events and plot details of Act 5 |  |  |  |
| Character: Macbeth | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the play |  |  |  |
| Character: Lady Macbeth | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the play |  |  |  |
| Character: Banquo | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the play |  |  |  |
| Character: The Witches | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the play |  |  |  |
| Character: Macduff | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the play |  |  |  |
| Character: Malcolm | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the play |  |  |  |
| Themes: Ambition | Explain what this theme is/means |  |  |  |
| Themes: AmbitionThemes: Appearance v Reality | Explain where it is seen in the play |  |  |  |
| Recall relevant quotations to this theme |  |  |  |
| Explain why the writer has used this theme |  |  |  |
| Explain what this theme is/means |  |  |  |
| Themes: Appearance v RealityThemes: Gender | Explain where it is seen in the play |  |  |  |
| Recall relevant quotations to this theme |  |  |  |
| Explain why the writer has used this theme |  |  |  |
| Explain what this theme is/means |  |  |  |
| Themes: GenderThemes: Good v Evil | Explain where it is seen in the play |  |  |  |
| Recall relevant quotations to this theme |  |  |  |
| Explain why the writer has used this theme |  |  |  |
| Explain what this theme is/means |  |  |  |
| Themes: Good v EvilThemes:Fate v Free Will | Explain where it is seen in the play |  |  |  |
| Recall relevant quotations to this theme |  |  |  |
| Explain why the writer has used this theme |  |  |  |
| Explain what this theme is/means |  |  |  |
| Themes:Fate v Free WillThemes:Fate v Free Will | Explain where it is seen in the play |  |  |  |
| Recall relevant quotations to this theme |  |  |  |
| Explain why the writer has used this theme |  |  |  |
| Explain what this theme is/means |  |  |  |

**A Christmas Carol Revision Checklist:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Main Topic | I am able to… | G | A | R |
| Context: social and historical | Name the Era ‘A Christmas Carol’ was written in. |  |  |  |
| Explain what the industrial revolution was |  |  |  |
| Define the term ‘poverty’ |  |  |  |
| Explain how the UK was affected by poverty at the time |  |  |  |
| Explain what a workhouse was and the conditions of them |  |  |  |
| Define capitalism |  |  |  |
| Explain how capitalism affected society at the time |  |  |  |
| Confidently link this context to the novella |  |  |  |
| Context: the writer | Name the writer of the novella |  |  |  |
| Recall key details about the writer’s life |  |  |  |
| Explain the writer’s possible reasons behind writing the novella |  |  |  |
| Recall when the novella was set and when it was written |  |  |  |
| Confidently link this context to the novella |  |  |  |
| Plot | Recall where the novella is set |  |  |  |
| Recall the key message of the preface |  |  |  |
| Recall the key events and plot details of Stave 1 |  |  |  |
| Recall the key events and plot details of Stave 2 |  |  |  |
| Recall the key events and plot details of Stave 3 |  |  |  |
| Recall the key events and plot details of Stave 4 |  |  |  |
| Recall the key events and plot details of Stave 5 |  |  |  |
| Character: Scrooge | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the novella |  |  |  |
| Character: Bob Cratchit | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the novella |  |  |  |
| Character: Fred | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the novella |  |  |  |
|  | Explain how this character is presented |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Character: Jacob Marley | Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the novella |  |  |  |
| Character: The Ghost of Christmas Past | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the novella |  |  |  |
| Character: The Ghost of Christmas Present | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the novella |  |  |  |
| Character: The Ghost of Christmas Yet to Come | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the novella |  |  |  |
| Character | Recall other minor characters and explain their importance |  |  |  |
| Themes: Redemption | Explain what this theme is/means |  |  |  |
| Explain where it is seen in the novella |  |  |  |
| Recall relevant quotations to this theme |  |  |  |
| Explain why the writer has used this theme |  |  |  |
| Themes: Social Responsibility | Explain what this theme is/means |  |  |  |
| Explain where it is seen in the novella |  |  |  |
| Recall relevant quotations to this theme |  |  |  |
| Explain why the writer has used this theme |  |  |  |
| Themes: Gender | Explain what this theme is/means |  |  |  |
| Explain where it is seen in the novella |  |  |  |
| Recall relevant quotations to this theme |  |  |  |
| Explain why the writer has used this theme |  |  |  |
| Themes:The Supernatural | Explain what this theme is/means |  |  |  |
| Explain where it is seen in the novella |  |  |  |
| Recall relevant quotations to this theme |  |  |  |
| Explain why the writer has used this theme |  |  |  |
| Themes: Family | Explain what this theme is/means |  |  |  |
| Explain where it is seen in the novella |  |  |  |
| Recall relevant quotations to this theme |  |  |  |
| Explain why the writer has used this theme |  |  |  |
| Themes: Isolation | Explain what this theme is/means |  |  |  |
| Explain where it is seen in the novella |  |  |  |
| Recall relevant quotations to this theme |  |  |  |

**English Literature Paper 2 – Modern Texts and Poetry**

**2 hours 15 minutes**

**An Inspector Calls – J. B. Priestley (play)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Main Topic | I am able to… | G | A | R |
| Context: social and historical | Define socialism and link it to the play |  |  |  |
| Define capitalism and link it to the play |  |  |  |
| Explain the significance and impact of the two World Wars on‘An Inspector Calls’ |  |  |  |
| Explain what happened to the Titanic and why it is important tounderstand |  |  |  |
| Explain what the ‘Great Depression’ was and how it affected theUK |  |  |  |
| Confidently link this context to the play |  |  |  |
| Context: the writer | Name the writer of the play |  |  |  |
| Recall key details about the writer’s life |  |  |  |
| Explain the writer’s key reasons behind writing the play |  |  |  |
| Recall when the play was set and when it was written |  |  |  |
| Confidently link this context to the play |  |  |  |
| Plot | Recall where the play is set |  |  |  |
| Recall the key events and plot details of Act 1 |  |  |  |
| Recall the key events and plot details of Act 2 |  |  |  |
| Recall the key events and plot details of Act 3 |  |  |  |
| Character: Mr Birling | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the play |  |  |  |
| Character: Mrs Birling | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the play |  |  |  |
| Character: Sheila Birling | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the play |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Character: Eric Birling | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the play |  |  |  |
| Character: Gerald Croft | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the play |  |  |  |
| Character: Inspector Goole | Explain how this character is presented |  |  |  |
| Use key vocabulary to describe the character |  |  |  |
| Recall quotations to support these ideas |  |  |  |
| Explain what each of these quotations means |  |  |  |
| Analyse devices used in each of these quotations |  |  |  |
| Link ideas about character to the key themes of the play |  |  |  |
| Themes: Capitalism/ Socialism | Explain what this theme is/means |  |  |  |
| Explain where it is seen in the play |  |  |  |
| Recall relevant quotations to this theme |  |  |  |
| Explain why the writer has used this theme |  |  |  |
| Themes: Social Responsibility | Explain what this theme is/means |  |  |  |
| Explain where it is seen in the play |  |  |  |
| Recall relevant quotations to this theme |  |  |  |
| Explain why the writer has used this theme |  |  |  |
| Themes: Social Class | Explain what this theme is/means |  |  |  |
| Explain where it is seen in the play |  |  |  |
| Recall relevant quotations to this theme |  |  |  |
| Explain why the writer has used this theme |  |  |  |
| Themes: Age/generation gap | Explain what this theme is/means |  |  |  |
| Explain where it is seen in the play |  |  |  |
| Recall relevant quotations to this theme |  |  |  |
| Explain why the writer has used this theme |  |  |  |
| Themes: Gender | Explain what this theme is/means |  |  |  |
| Explain where it is seen in the play |  |  |  |
| Recall relevant quotations to this theme |  |  |  |
| Explain why the writer has used this theme |  |  |  |

**Power and Conflict poetry**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Main Topic | I am able to… | G | A | R |
| Ozymandias | Explain the context of the poem |  |  |  |
| Explain the subject matter of the poem (what it is about) |  |  |  |
| Recall structural features of the poem, linking to meaning |  |  |  |
| Recall key quotations |  |  |  |
| Identify devices used by the poet in these quotations |  |  |  |
| Analyse the effect of key words in these quotations |  |  |  |
| Link the poem to the themes within ‘power and conflict’ |  |  |  |
| Make links between this poem and others in the cluster |  |  |  |
| London | Explain the context of the poem |  |  |  |
| Explain the subject matter of the poem (what it is about) |  |  |  |
| Recall structural features of the poem, linking to meaning |  |  |  |
| Recall key quotations |  |  |  |
| Identify devices used by the poet in these quotations |  |  |  |
| Analyse the effect of key words in these quotations |  |  |  |
| Link the poem to the themes within ‘power and conflict’ |  |  |  |
| Make links between this poem and others in the cluster |  |  |  |
| Extract from ‘The Prelude’ | Explain the context of the poem |  |  |  |
| Explain the subject matter of the poem (what it is about) |  |  |  |
| Recall structural features of the poem, linking to meaning |  |  |  |
| Recall key quotations |  |  |  |
| Identify devices used by the poet in these quotations |  |  |  |
| Analyse the effect of key words in these quotations |  |  |  |
| Link the poem to the themes within ‘power and conflict’ |  |  |  |
| Make links between this poem and others in the cluster |  |  |  |
| My Last Duchess | Explain the context of the poem |  |  |  |
| Explain the subject matter of the poem (what it is about) |  |  |  |
| Recall structural features of the poem, linking to meaning |  |  |  |
| Recall key quotations |  |  |  |
| Identify devices used by the poet in these quotations |  |  |  |
| Analyse the effect of key words in these quotations |  |  |  |
| Link the poem to the themes within ‘power and conflict’ |  |  |  |
| Make links between this poem and others in the cluster |  |  |  |
| The Charge of the Light Brigade | Explain the context of the poem |  |  |  |
| Explain the subject matter of the poem (what it is about) |  |  |  |
| Recall structural features of the poem, linking to meaning |  |  |  |
| Recall key quotations |  |  |  |
| Identify devices used by the poet in these quotations |  |  |  |
| Analyse the effect of key words in these quotations |  |  |  |
| Link the poem to the themes within ‘power and conflict’ |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Make links between this poem and others in the cluster |  |  |  |
| Exposure | Explain the context of the poem |  |  |  |
| Explain the subject matter of the poem (what it is about) |  |  |  |
| Recall structural features of the poem, linking to meaning |  |  |  |
| Recall key quotations |  |  |  |
| Identify devices used by the poet in these quotations |  |  |  |
| Analyse the effect of key words in these quotations |  |  |  |
| Link the poem to the themes within ‘power and conflict’ |  |  |  |
| Make links between this poem and others in the cluster |  |  |  |
| Storm on the Island | Explain the context of the poem |  |  |  |
| Explain the subject matter of the poem (what it is about) |  |  |  |
| Recall structural features of the poem, linking to meaning |  |  |  |
| Recall key quotations |  |  |  |
| Identify devices used by the poet in these quotations |  |  |  |
| Analyse the effect of key words in these quotations |  |  |  |
| Link the poem to the themes within ‘power and conflict’ |  |  |  |
| Make links between this poem and others in the cluster |  |  |  |
| Bayonet Charge | Explain the context of the poem |  |  |  |
| Explain the subject matter of the poem (what it is about) |  |  |  |
| Recall structural features of the poem, linking to meaning |  |  |  |
| Recall key quotations |  |  |  |
| Identify devices used by the poet in these quotations |  |  |  |
| Analyse the effect of key words in these quotations |  |  |  |
| Link the poem to the themes within ‘power and conflict’ |  |  |  |
| Make links between this poem and others in the cluster |  |  |  |
| Remains | Explain the context of the poem |  |  |  |
| Explain the subject matter of the poem (what it is about) |  |  |  |
| Recall structural features of the poem, linking to meaning |  |  |  |
| Recall key quotations |  |  |  |
| Identify devices used by the poet in these quotations |  |  |  |
| Analyse the effect of key words in these quotations |  |  |  |
| Link the poem to the themes within ‘power and conflict’ |  |  |  |
| Make links between this poem and others in the cluster |  |  |  |
| Poppies | Explain the context of the poem |  |  |  |
| Explain the subject matter of the poem (what it is about) |  |  |  |
| Recall structural features of the poem, linking to meaning |  |  |  |
| Recall key quotations |  |  |  |
| Identify devices used by the poet in these quotations |  |  |  |
| Analyse the effect of key words in these quotations |  |  |  |
| Link the poem to the themes within ‘power and conflict’ |  |  |  |
| Make links between this poem and others in the cluster |  |  |  |
| War Photographer | Explain the context of the poem |  |  |  |
| Explain the subject matter of the poem (what it is about) |  |  |  |
| Recall structural features of the poem, linking to meaning |  |  |  |
| Recall key quotations |  |  |  |
| Identify devices used by the poet in these quotations |  |  |  |
| Analyse the effect of key words in these quotations |  |  |  |
| Link the poem to the themes within ‘power and conflict’ |  |  |  |
| Make links between this poem and others in the cluster |  |  |  |
| Tissue | Explain the context of the poem |  |  |  |
|  | Explain the subject matter of the poem (what it is about) |  |  |  |
|  | Recall structural features of the poem, linking to meaning |  |  |  |
|  | Recall key quotations |  |  |  |
|  | Identify devices used by the poet in these quotations |  |  |  |
|  | Analyse the effect of key words in these quotations |  |  |  |
|  | Link the poem to the themes within ‘power and conflict’ |  |  |  |
|  | Make links between this poem and others in the cluster |  |  |  |
| The Émigrée | Explain the context of the poem |  |  |  |
|  | Explain the subject matter of the poem (what it is about) |  |  |  |
|  | Recall structural features of the poem, linking to meaning |  |  |  |
|  | Recall key quotations |  |  |  |
|  | Identify devices used by the poet in these quotations |  |  |  |
|  | Analyse the effect of key words in these quotations |  |  |  |
|  | Link the poem to the themes within ‘power and conflict’ |  |  |  |
|  | Make links between this poem and others in the cluster |  |  |  |
| Checking Out Me History | Explain the context of the poem |  |  |  |
|  | Explain the subject matter of the poem (what it is about) |  |  |  |
|  | Recall structural features of the poem, linking to meaning |  |  |  |
|  | Recall key quotations |  |  |  |
|  | Identify devices used by the poet in these quotations |  |  |  |
|  | Analyse the effect of key words in these quotations |  |  |  |
|  | Link the poem to the themes within ‘power and conflict’ |  |  |  |
|  | Make links between this poem and others in the cluster |  |  |  |
| Kamikaze | Explain the context of the poem |  |  |  |
|  | Explain the subject matter of the poem (what it is about) |  |  |  |
|  | Recall structural features of the poem, linking to meaning |  |  |  |
|  | Recall key quotations |  |  |  |
|  | Identify devices used by the poet in these quotations |  |  |  |
|  | Analyse the effect of key words in these quotations |  |  |  |
|  | Link the poem to the themes within ‘power and conflict’ |  |  |  |
|  | Make links between this poem and others in the cluster |  |  |  |

