

Stanchester Academy
KS4 – English – Power and Conflict Poetry – Essential Knowledge

Section 1: My Last Duchess - Browning			Section 2: The Prelude - Wordsworth			Section 3: London - Blake		
1	title	Possessive and ambiguous – could be his final Duchess, or his previous Duchess.	1	title	Refers to an action or event which is an introduction to something more important – the epic poem is about Wordsworth’s development as a poet.	1	title	Refers to the city the poem is set, but also serves as a reference to Britain as a whole, with London its figurehead.
2	summary	Duke discusses his art collection and calmly reveals killing his ‘last Duchess’.	2	summary	Wordsworth recalls a time he rowed a boat out to the middle of a lake, got scared, and rowed back	2	summary	Blake describes the horror and despair he sees as he walks through 18 th century London.
3	intention	Critique of the objectification of women and abuse of power and status.	3	intention	Transformation from the innocent and carefree nature of childhood, to the harsh realities of adulthood.	3	intention	Blake wants us to be furious at how the rich and powerful abuse their power, leaving ordinary people to suffer. Blake could be supporting the French revolution’s quest for liberty.
4	conflict	Conflict between how the speaker presents himself and who he actually is.	4	conflict	Conflict between man and nature: nature proves it is more powerful.	4	conflict	Conflict caused by the greatest city in the world suffering from poverty and oppression.
5	power	The power the speaker had over his wife’s life.	5	power	The power and beauty of nature to make man feel overwhelmed and insignificant.	5	power	The abuse of power in Victorian England and the lack of power amongst the poor in society.
6	structure/form	Enjambment, caesura and pauses reflect the speaker’s train of thought. Rhyming couplets and iambic pentameter shows his high status.	6	structure/form	As the journey progresses, the poem becomes rougher. ‘And’ is repeated to give a breathless feel.	6	structure/form	The regular rhyme scheme reflects the regular walking pace of the narrator – it could also reflect the constant, regular misery of the people of London.
7	opening line	“That’s my last duchess painted on the wall, Looking as if she were alive”	7	nouns	“an act of stealth and troubled pleasure ”	7	metaphor	“mind-forged manacles”
8	rhetorical question	“Who’d stoop to blame This sort of trifling?”	8	metaphor	“She was an elfin pinnace”	8	colour symbolism	“every blackning church appalls”
9	parenthesis	“... (since none puts by The curtain I have drawn for you, but I)”	9	adjectives	“a huge peak, black and huge ”	9	metaphor	“the hapless soldiers sigh runs in blood down palace walls”
10	caesura	“I gave commands;/ Then all smiles stopped together”	10	sombre tone	“There hung a darkness, call it solitude/Or blank desertion”	10	plosives	“blights with plagues the marriage hearse”

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Section 1: Ozymandias - Shelley			Section 2: The Charge of the Light Brigade - Tennyson			Section 3: Checking Out Me History - Agard		
1	title	Refers to an Egyptian king whose broken statue inspired the poem.	1	title	Refers to the event in the Crimean War that the poem was written to commemorate.	1	title	Immediately reveals the personal nature of the poem, and the verb 'checking' suggests a sense of tentativeness.
2	summary	Third hand account of seeing the ruined statue of a once powerful Egyptian king.	2	summary	Recounts the Battle of Balaclava between the British and the Russian forces in in 1854	2	summary	Nursery rhyme-like stanzas outlining the childlike characters Agard was taught about; italicised stanzas outlining the Black history he has found out about himself.
3	intention	Acts as a warning to anyone who thinks they are immortal – power won't outlast time! Shelley was a Romantic poet and valued the power of nature.	3	intention	Could be read as a celebration of the soldiers' bravery and/or criticism of the officers' error.	3	intention	Agard wants us to understand how important it is for us to see ourselves reflected in education and culture, and how miseducation can damage our sense of identity.
4	conflict	Conflict between a warrior's great power being reduced to wreckage.	4	conflict	The bravery of the soldiers and stupidity of the mission.	4	conflict	Conflict between what we are taught and not taught by society.
5	power	Human power doesn't last forever. Nature is stronger.	5	power	The power of propaganda and patriotism over the power of truth and reality.	5	power	This poem rebels against the way powerful black figures from history are marginalised.
6	structure/ form	The rhyme scheme is irregular and is perhaps symbolic of the broken statue itself. Ozymandias' control and dictatorship has been destroyed over time.	6	structure/ form	It has a military rhyme similar to the sound of marching drums of horse hooves. Six stanzas – each perhaps a memorial to one hundred of the six hundred cavalrymen.	6	structure/ form	<i>Italics: irregular rhyme scheme mirrors the way Black history had to be share orally.</i> Non-italics – rhyming couplets reminds us of nursery rhymes.
7	imagery of destruction	"Half sunk a shattered visage lies"	7	verbs	"Not tho' the soldier knew Someone had blunder'd"	7	metaphor	"Bandage up me eye with me own history"
8	metaphor	"sneer of cold command"	8	personification	"Into the jaws of Death Into the mouth of Hell"	8	plosives	"Blind me to my own identity"
9	plosive	"boundless and bare"	9	sibilance	"Reel'd from the sabre-stroke shatter'd and sunder'd"	9	light imagery	"fire woman" "healing star" "yellow sunrise"
10	final line/ sibilance	"The lone and level sands stretch far away."	10	exclamatory	"When can their glory fade? O the wild charge they made!"	10	final line	"I carving out me identity"

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Section 1: Exposure - Owen			Section 2: Bayonet Charge - Hughes			Section 3: Remains - Armitage		
1	title	Has multiple meanings. Literally, dying from the cold; metaphorically, creates a sense of vulnerability – emotional and physical.	1	title	Describes the event being written about in the poem. Lack of definite article 'the' could hint at how 'normal' these events are in war.	1	title	Has multiple meanings: the dead body of the soldier; the way the memory of the killing haunts the speaker; the damage PTSD has caused to the speaker.
2	summary	Describes the contrasting mix of boredom and terror that characterised daily life in the trenches.	2	summary	Describes the few desperate moments of a soldier's charge, dramatising the feelings of fear, dislocation and confusion.	2	summary	Speaker describes being haunted by his involvement of shooting a potential looter in an active warzone.
3	intention	Owen, a soldier, wanted to truthfully show the real conditions of World War I for soldiers in the trenches.	3	intention	Hughes explores the horror of war by looking at the dehumanising impact of leaving the trenches into no-man's-land.	3	intention	Based on the experiences of a real soldier, Armitage wanted to highlight the ongoing suffering of conflict and war for those that experience it directly.
4	conflict	Conflict between man and the cruel weather in a warzone.	4	conflict	The conflict involved in rushing out of the trenches to attack the enemy.	4	conflict	Explores the long-term effects that conflict in war has on a soldier.
5	power	Nature is more powerful and deadly than bullets and shells.	5	power	The powerful and raw emotions involved in rushing out from the trenches.	5	power	A soldier's power <i>or</i> lack of power over his own memories and experiences of war.
6	structure/form	The fifth line in each stanza creates an anti-climax. Par-rhyme reflects how unsettled the soldiers are.	6	structure/form	Enjambment and an irregular rhythm adds to the chaos and panic of the battlefield.	6	structure/form	Enjambment reflects the painful memories constantly replaying over and over in the poet speaker's mind.
7	personification	'Merciless iced east winds that knife us'	7	in media res	'Suddenly he awoke a was running'	7	modals	'Probably armed, possibly not'
8	verb	'Mad gusts tugging on the wire'	8	simile	'He lugged a rifle numb as a smashed arm'	8	grotesque imagery	'Pain itself, the image of agony'
9	personification	'Pale flakes with fingering stealth come feeling for our faces'	9	simile	'The patriotic tear... sweating like molten iron'	9	visceral imagery	'blood-shadow'
10	repetition	'Shutters and doors are closed: on us the doors are closed'	10	metaphor	'His terror's touchy dynamite'	10	allusion to Lady Macbeth	'His bloody life in my bloody hands'

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Section 1: War Photographer - Duffy			Section 2: Poppies - Weir			Section 3: Kamikaze - Garland		
1	title	Tells us the topic of the poem. Lack of definite article 'the' gives a sense that this is not an isolated incident.	1	title	Immediately tells us the poem is about war, with poppies symbolising the memory of fallen soldiers.	1	title	In Japanese means 'divine wind' and refers to WW2 pilots who flew explosive filled planes into enemy targets.
2	summary	Duffy describes the process of a photographer developing photos from a conflict zone and reflecting on how they cannot convey the true horrors of war.	2	summary	The extended metaphor of sending a child off to school coupled with the symbolism of the poppy explores the anxieties and grief of the parents of soldiers.	2	summary	Describes a Kamikaze pilot setting out on a mission, seeing nature and life below him, deciding to turn back, and then being treated by his family as if he had died.
3	intention	Duffy wanted to give a voice to a photographer friend, and to criticise how we so easily dismiss the horrors in the world from our own privileged lives.	3	intention	Weir seeks to highlight the other casualties of deaths in active service: the families and loved ones of fallen soldiers.	3	intention	Garland explores internal conflict with our own past actions (the daughter's treatment of her father) and the internal conflict of decisions and identity.
4	conflict	Conflict between a warzone and rural England, and between direct and indirect experience of the reality of war.	4	conflict	Conflict from the perspective of a mother left behind when her son goes to war.	4	conflict	Conflict between the rules and honour of society and the desire to survive and return to family.
5	power	The powerful war images contrast with the detached way they are consumed.	5	power	The powerless feeling of the mother who must deal with her son's departure to war.	5	power	The power of patriotism conflicted with the power of nature/the desire to live.
6	structure/ form	The regular 4 line structure reflects the order he is giving to the chaos in the photos.	6	structure/ form	The poem uses enjambment and long sentences to enhance the idea of the natural tone of the mother's voice. Caesura is used to mask the mothers intense emotions and grief.	6	structure/ form	Enjambment gives a sense that this is an oral history being told to the next generation. There is a shift in the poem when we find out the pilot chose to turn back – chose life/nature over honour/patriotism
7	metaphor	'Spools of suffering set out in ordered rows'	7	vivid imagery	'Crimped petals, spasms of paper red'	7	symbolism	'head full of powerful incantations'
8	caesura	'Rural England. Home again to ordinary pain'	8	simile	'The world overflowing like a treasure chest'	8	Simile	'little fishing boats strung out like bunting'
9	perspective	'He remembers the cries of this man's wife'	9	symbolism	'A single dove flew from the pear tree'	9	natural imagery	'arcing in swathes...shoals of fishes flashing silver'
10	last line	'He stares impassively... and they do not care'	10	verbs	' Hoping to hear your playground voice catching on the wind'	10	last line	'Wondered which had been the better way to die'

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Section 1: The Emigree - Rumens			Section 2: Tissue - Dharker			Section 3: Storm on the Island - Heaney		
1	title	Means someone who leaves a country, so immediately focusses the poem on the idea of leaving something behind.	1	title	Ambiguous title with multiple meanings which are explored in the poem: paper; bodily tissue; layers which hold us together.	1	title	Simple title which declares what the poem about. 'Stormont' is the Northern Irish parliament building.
2	summary	The speaker was forced to leave their home country as a child and looks back with affection at the land they once called home, but which is now possibly run by a tyrant or caught up in war.	2	summary	The speaker uses tissue paper as an extended metaphor for life and makes reference to the ways paper is used on our lives, then shifts the meaning of tissue at the end to mean human tissue.	2	summary	Describes the people living on an island preparing for, and then suffering through a storm which, in the end, turns out to be 'a huge nothing'.
3	intention	Rumens wants to remind us of the power of our national identities, and the pain of losing those through conflict.	3	intention	Dharker explores how life and identity is both powerful, and fragile.	3	intention	Heaney explores the direct conflict between humans and nature, however the poem could also be an exploration of the impact of conflict on society.
4	conflict	Conflict between childhood memories of a place and adult understanding.	4	conflict	Conflict caused by holding onto things too tightly.	4	conflict	The conflict between man and nature and people's fear of the weather.
5	power	The power of the childhood memories of a place and how they can affect people in adulthood.	5	power	The poem explores how we cling tightly to power and should build more things with paper-like qualities.	5	power	The power of the weather to instill fear into man.
6	structure/ form	The lack of consistent line structure or rhyme reflects the speaker's confusing feelings about the city.	6	structure/ form	Enjambment creates a human and calm tone. Unrhymed, irregular quatrains could reflect the irregularity and uncertainty of life.	6	structure/ form	Present tense suggests the storm is occurring now. Enjambment helps add to the conversational tone.
7	light imagery	'My memory of it is sunlight clear'	7	light imagery	'Paper that lets the light shine through'	7	opening line	'We are prepared: we build our houses squat'
8	verb	'I am branded by an impression of sunlight'	8	simile	'Fly our lives like paper kites'	8	simile	'Spits like a tamed cat turned savage'
9	simile	'That child's vocabulary I carried here like a hollow doll'	9	plosives	'never wish to build again with brick or block'	9	personification	'wind dives and strafes invisibly...we are bombarded with the empty air.'
10	juxtaposition	'They accuse me of being dark in their free city'	10	triplet of verbs	'smoothed and stroked and turned transparent with attention'	10	last line	'Strange, it is a huge nothing that we fear'