



### Year 9 Autumn Term 2 – Knowledge Organiser ‘World War 1 Poetry’

#### Context

This unit of work highlights the skills used in analysing poetry when writing about how World War 1. The poems are presented from the perspectives of those who were there. The work of this year is directly related to the skills required for GCSE success.

- #### SPAG
- Effective sentence variety
  - Controlled and effective sentence construction
  - Range of punctuation used accurately
  - Range of vocabulary used effectively



- #### Spellings to Learn
- Tone
  - Imagery
  - Litotes
  - Perspectives
  - Stanza
  - sacrificial
  - honourable
  - dishonourable
  - metaphorical
  - synecdoche

- #### Key Terms
- inference
  - deduction
  - analysis
  - synthesise
  - comparative connectives
  - persona
  - Rhyme and rhythm
  - omniscient narrator
  - context
  - Dialogue
  - Monologue

#### ILJ Links

BBC Bitesize;  
Create own anthology of WW1 Poetry  
Look at the contexts of each poem and the battles they represent.

Content	GCSE Link
Read and analyse poems: Owen, ‘Dulce Et Decorum Est’, ‘The Sentry’, ‘The Chances’, ‘The Send Off’; Begbie, ‘Fall In’; McCrae, ‘In Flanders Fields’; Sassoon, ‘Suicide in the Trenches’; Purvis, ‘High Wood’	Literature Component 1 A <b>Section A (20%): Reading</b> The study of an unseen extract from one 20th century literary prose text.
<i>Birdsong</i> extract analysis Complete written tasks	Literature both components— anthology and unseen analysis
Formal Comparative essay on ‘Dulce’ and ‘Who’s for the Game?’	Literature both components— anthology and unseen analysis

- #### Skills
- Developing an academic tone in essays
  - Learning how to plan and structure longer responses.
  - Develop comparative analysis skills

#### Assessment Task

**Writing task:** Compare perspectives of war in ‘Who’s for the Game?’ and ‘Dulce et Decorum Est’. (25 Marks)