

KNOWLEDGE ORGANISER: Power and Conflict (Cluster 1)

	Exposure Wilfred Owen	The Charge of the Light Brigade Alfred Lord Tennyson	Remains Simon Armitage	War Photographer Carol Ann Duffy	Kamikaze Beatrice Garland
What it's about	Soldiers wait in the trenches for combat during WWI. They are cold and tired, constantly waiting for action but doing nothing. They feel under attack from the weather.	A unit of British cavalry (armed soldiers on horseback) receives a miscommunicated order during the Crimean War to charge through a valley against a heavily armed enemy. The soldiers obey their orders without question.	A soldier shot a looter during his time on duty. He feels guilty as he is haunted by the memory of this event.	The speaker describes a war photographer's experiences while doing his duty in warzones and when at home in England.	A pilot embarks on a kamikaze mission but does not fulfil his duty and returns home to be with his family instead. This is seen as dishonourable and he thinks he might as well have died anyway.
The poet's deeper ideas	Owen illustrates the reality of trench warfare by highlighting how vulnerable the soldiers were to the conditions in the trenches and mental suffering. There is a sense of futility in the soldiers that they cannot fulfil their duty.	Tennyson celebrates those who are willing to sacrifice their life as their patriotic duty. He portrays the brutal reality of war, but suggests it is honourable to obediently fight for your country, even if the battle seems futile.	Armitage explores soldiers are trained to become desensitised to the reality of war while carrying out their duty, but that this can later result in inescapable trauma. He encourages us to see the internal conflict and mental suffering faced by soldiers.	Duffy explores the effects that a war photographer's duty has on their mind: they must be desensitised to the horrors of war while in the conflict, but can experience trauma later. The public who see the pictures do not fully understand the suffering of those actually involved in war.	Garland explores how dangerous it can be when a society values honour and patriotism above anything else. She illustrates that this is a form of indoctrination. She highlights the inescapable fate of those who choose to disobey or not fulfil their expected patriotic duty in a society like this.
Language Methods	<ul style="list-style-type: none"> ● Personification of nature (e.g. 'merciless iced east winds that knife us', 'mad gusts tugging on the wire', 'flowing flakes that flock, pause and renew' & 'pale flakes with fingering stealth come feeling for our faces') 	<ul style="list-style-type: none"> ● Metaphors describing the valley as the 'jaws of Death' & 'mouth of Hell' ● Verbs describing the soldiers' actions e.g. 'flashed', 'charging', 'plunged' ● Sound created by repetition & storm imagery (e.g. 'thundered', 'stormed') 	<ul style="list-style-type: none"> ● Metaphors (e.g. 'I see every round as it rips through his life', 'His blood-shadow stays on the street' & 'the drink and the drugs won't flush him out') ● Colloquial language (e.g. 'mates', 'legs it', 'letting fly', 'tossed his guts back') 	<ul style="list-style-type: none"> ● Metaphors: 'In his darkroom he is finally alone / with spools of suffering set out in ordered rows' & photographer as a 'priest' ● Metaphor: 'the reader's eyeballs prick / with tears between the bath and pre-lunch beers' 	<ul style="list-style-type: none"> ● Patriotic symbols (e.g. 'sunrise', 'samurai sword', 'huge flag') ● Metaphor of the pilot's 'shaven head full of powerful incantations' ● Imagery of nature (e.g. 'dark shoals of fishes' and 'tuna, the dark prince')
Structure & Form Methods	<ul style="list-style-type: none"> ● Juxtaposition of the active weather with the passive, motionless soldiers ● Refrain 'But nothing happens' (slows pace) ● Half-rhyme or pararhyme ● First-person monologue 	<ul style="list-style-type: none"> ● Refrain of the 'Rode the six hundred' ● Dactylic rhythm creates pace ● Repetition (e.g. of 'flashed' and 'Cannon') ● Shorter final stanza 	<ul style="list-style-type: none"> ● Flashbacks are still in present tense ● Regular stanza length, until the final couplet ● First-person monologue ● Free verse with frequent enjambment 	<ul style="list-style-type: none"> ● Juxtaposition of life in 'rural England' with the reality of warzones ● Regular stanza length (sestets) ● Regular rhyme scheme (ABBCDD) ● Third-person speaker 	<ul style="list-style-type: none"> ● Shifts in time & speaker/perspective ● Juxtaposition between the reactions of the adults & children to the pilot's return ● Frequent enjambment ● Free verse

Key Words	Meaning	Subject Terms	Meaning (What this method is)
brutal	Describes something or someone very cruel and violent.	enjambment	When a sentence continues after the end of a line in a poem, with no punctuation at the end of the line.
desensitised	When someone is less likely to feel shocked by a situation because they have seen it so many times.	free verse	Poetry that does not rhyme or have a regular rhythm.
duty	A responsibility to do something.	juxtaposition	When a writer places two different things together for effect.
futility	Something pointless or useless.	metaphor	A comparison of something being described (the <i>tenor</i>) to something else (the <i>vehicle</i>).
honour	Reputation and respect. If you act in an honourable way, you act in a way you believe is morally right.	monologue	A long speech by one person/speaker.
indoctrination	When people are taught to accept certain beliefs without question.	personification	Giving human features to something non-human.
inescapable	Unable to be avoided.	refrain	A repeated line.
internal conflict	A struggle or dilemma within someone's mind over a problem.	rhyme	When words/lines have matching sounds at the end of each other.
obedience	Doing as you are told.	rhythm	The pattern of syllables in lines of poetry.
patriotism	Having or showing a devotion to your country.	semantic field of...	A set of words linked to the same thing.
trauma	Something disturbing or deeply distressing.	stanza	A group of lines in a poem.
		symbol	When something is used to represent a bigger idea.

ANSWERING AN EXAM QUESTION: Compare how poets present [topic] in [named poem] and one other poem from 'Power and Conflict'.

1. Explain something that both poets show about the **topic**. *Both Owen and Tennyson illustrate the brutal reality of war for soldiers.*
Better: also explain the different ideas they show, linking to each poem's deeper ideas/context.
2. Analyse how one poet uses methods to show these ideas. Try to analyse how the poet uses language *and* structure/form. *To convey the reality of war, Owen uses personification of nature to make it seem aggressive while the soldiers suffer in the trenches. For example, he writes 'merciless iced east winds that knife us' when describing the conditions at night. This evokes how nature shows no remorse for the soldiers and suggests that the cold seems to target them. The verb 'knives' implies that...*
Better: analyse in as much detail as you can, and analyse a range of methods the poet uses.
3. Repeat step 2 for the second poet's methods.
Better: compare further as you analyse, based on the poets' similar/different ideas/methods.

[If needed, repeat any of the steps to extend your answer to the task.]

KNOWLEDGE ORGANISER: Power and Conflict (Cluster 2)

	Extract from 'The Prelude' William Wordsworth	Storm on the Island Seamus Heaney	The Emigrée Carol Rumens	Checking Out Me History John Agard	Poppies Jane Weir
What it's about	As a teenager, Wordsworth steals a boat at night and rows it out onto a lake. He feels confident and peaceful until a mountain looms over the horizon. He races home and feels in a much darker mood.	People living on an island prepare for a storm and fear how brutal it could be. Nature can quickly change from being calm to fierce.	The speaker is an emigrant who has been forced to leave her home city (possibly due to war). She still feels a strong connection with her home and keeps it alive in her memory. Her home is part of her identity.	Agard feels like he does not fully understand his own identity because he only learns about white history in school.	The speaker is a mother whose child is leaving home to join the army. She wants to protect him but has to accept he has grown up, so she thinks about the past but hides how upset she is.
The poet's deeper ideas	Wordsworth explores how man is powerless and insignificant compared to nature. Nature can have complete control over our state of mind and can change quickly to overwhelm or even destroy us. He also explores how humans can be controlled by fear.	Heaney illustrates the unpredictability of nature's power and how it can create fear in the human mind. The weather in the poem could also represent the threat of war or other things that create terror. Heaney explores how this fear can control us.	Rumens explores the connection between a person's heritage and their identity, which can create feelings of pride but also internal conflict for someone far from home. She reflects how people can be oppressed due to their identity. She also conveys the positive power of memory.	Agard highlights the connection between a person's heritage and their identity and how this can be a source of pride, while also creating internal conflict for someone who feels separated from their heritage. He celebrates the idea of rebelling against oppression.	Weir explores the internal conflict that can exist within a parent as they have a duty to protect their child but also to set them free when they reach adulthood. She highlights how difficult it can be to cope with feelings of loss, but that some happiness can be found in positive memories.
Language Methods	<ul style="list-style-type: none"> •Light imagery (e.g. 'small circles glittering', 'sparkling light', 'stars') •Semantic field of stillness and quiet (e.g. 'stealth', 'idly', 'silent lake') •Personification of the mountain (e.g. 'strode after me') 	<ul style="list-style-type: none"> •Semantic field of warfare (e.g. 'exploding', 'bombarded', 'salvo') •Metaphor describing how the wind 'dives / And strafes invisibly' •Simile describing how the sea 'spits like a tame cat / Turned savage' 	<ul style="list-style-type: none"> •Light imagery (e.g. 'sunlight', 'bright, filled paperweight', 'every coloured molecule') •Metaphor describing how her home language 'tastes of sunlight' •Personification of her home city: 'I comb its hair and love its shining eyes' 	<ul style="list-style-type: none"> •Light imagery to describe black historical figures who fought against oppression (e.g. 'beacon', 'star', 'sunrise') •Non-standard English (e.g. 'Dem tell me', 'lick back') •Metaphor: 'I carving out me identity' 	<ul style="list-style-type: none"> •Semantic field of injury (e.g. 'bandaged', 'graze', 'stitch') •Metaphor describing letting the child go: 'released a song bird from its cage' •Simile on the child's view of 'the world overflowing like a treasure chest'
Structure & Form Methods	<ul style="list-style-type: none"> •Shift of tone and pace in the middle (peaceful to fearful, and slow to fast) •Juxtaposition of light and dark •No stanza breaks •Frequent enjambment •Regular rhythm (iambic pentameter) •First-person monologue 	<ul style="list-style-type: none"> •No stanza breaks •No regular rhyme scheme •Frequent enjambment •Regular rhythm (iambic pentameter) •First-person monologue 	<ul style="list-style-type: none"> •Motif of light which is used at the end of each stanza •Juxtaposition of light and dark •Frequent enjambment •First-person monologue •Free verse 	<ul style="list-style-type: none"> •Stanzas on black history use shorter lines, are in italics and are indented •Juxtaposition of light and dark •Frequent enjambment (there is no punctuation at all in the poem) •First-person monologue •Free verse 	<ul style="list-style-type: none"> •Past tense is used throughout •Juxtaposition of freedom and barriers/confinement •Frequent enjambment •First-person monologue •Free verse

Key Words	Meaning	Subject Terms	Meaning (What this method is)
brutal	Very cruel and violent.	enjambment	When a sentence continues after the end of a line in a poem, with no punctuation at the end of the line.
duty	A responsibility to do something.	free verse	Poetry that does not rhyme or have a regular rhythm.
heritage	A person's background in terms of race or culture.	juxtaposition	When a writer places two different things together for effect.
honour	Reputation and respect for doing the right thing.	metaphor	A comparison of something being described (the <i>tenor</i>) to something else (the <i>vehicle</i>).
hubris	Too much pride or self-confidence.	monologue	A long speech by one person.
identity	What makes a person who they are, based on things are special or important to them.	motif	A symbolic image or idea that is repeated throughout a text.
inescapable	Unable to be avoided.	non-Standard English	English that doesn't follow the usual rules.
internal conflict	A struggle within someone's mind over a problem.	personification	Giving human features to something non-human.
oppression	The treatment of a group of people in an unfair way, often by limiting their freedom.	rhyme	When words/lines have matching sounds at the end of each other.
perspective	How someone sees something – their point of view.	rhythm	The pattern of syllables in lines of poetry.
trauma	A long-lasting emotional response to something shocking.	semantic field of...	A set of words linked to the same thing.
vulnerable	When someone could be easily harmed.	stanza	A group of lines in a poem.

ANSWERING AN EXAM QUESTION: Compare how poets present [topic] in [named poem] and one other poem from 'Power and Conflict'.

1. Explain something that both poets show about the **topic**. *Both Heaney and Wordsworth illustrate how nature can be calm but also oppressive. Better: also explain the different ideas they show, linking to each poem's deeper ideas/context.*
2. Analyse how one poet uses methods to show these ideas. Try to analyse how the poet uses language *and* structure/form. *To convey the calm side of nature, Wordsworth uses light imagery when describing the 'small circles glittering' in the water and the 'stars' above him. This creates a sense of peace and suggests being alone with nature can be a magical experience. It could also suggest that the speaker feels hopeful for the future. Furthermore, the enjambment in the poem gives a sense of how smooth and peaceful it is out on the lake. Better: analyse in as much detail as you can, and analyse a range of methods the poet uses.*
3. Repeat step 2 for the second poet's methods. *Better: compare further as you analyse, based on the poets' similar/different ideas/methods.*

[If needed, repeat any of the steps to extend your answer to the task.]

KNOWLEDGE ORGANISER: Power and Conflict (Cluster 3)

	London William Blake	Ozymandias Percy Shelley	Tissue Imitiaz Dharker	My Last Duchess Robert Browning	Bayonet Charge Ted Hughes
What it's about	Blake is walking around the city of London and is describing the problems he sees – the control of the establishment, industrialisation, poverty, the corruption of the church and prostitution.	The speaker recounts a traveller's memory of seeing a ruined statue of a once all-powerful pharaoh Ozymandias in a now empty desert.	The poem is about paper and how it represents both human fragility and power. The poem first looks at a Koran and the information recorded in there. Later, the speaker imagines what it would be like if buildings were made out of paper, before relating it back to the 'tissue' of human skin.	A powerful Italian Duke is speaking to a messenger sent by his potential new wife's family. He shows the messenger a painting of his last duchess and reveals the anger he felt towards her and he had her killed.	A soldier in World War One has gone 'over the top' and is running across No Man's Land towards enemy fire. He panics and his patriotism turns to fear but with no other choice he continues to run.
The poet's deeper ideas	Blake, a supporter of the French revolution, is critical of the power of the establishment in Britain and wants equality. He wants the poor to rise up and challenge the establishment, just as the French did.	Shelley criticises the tyrannical Ozymandias to criticise monarchical power in England at the time. He also highlights the fragility of human power compared to the supremacy of nature.	Dharker explores the potential problems of human power as well as its fragility compared to nature's might.	Browning may have been inspired by the story of an Italian Duke Alfonso: his wife died in suspicious circumstances. Browning challenges the Victorian patriarchy through the controlling Renaissance figure of the Duke.	Hughes was influenced by his father's experiences during the First World War (having survived his regiment's massacre at Gallipoli), as well as by the poetry of Wilfred Owen. The poem criticises the power of patriotism and reveals the brutal reality of war.
Language Methods	<ul style="list-style-type: none"> • Metaphor ('mind forged manacles I hear' runs in blood down palace walls' 'blackning church') • Industrial language 'blackning' 'chartered' • Oxymoron 'marriage hearse' 'youthful harlot' 	<ul style="list-style-type: none"> • Metaphor ('half sunk, a shattered visage') • Harsh consonants ('cold command') • Oxymoron ('colossal wreck') 	<ul style="list-style-type: none"> • Extended metaphor (Maps too. The sun shines through our borderlines) • Simile ('what is paid by credit card might fly our lives like paper kites') 	<ul style="list-style-type: none"> • Metaphor ('All smiles stopped together' 'Notice Neptune though taming a seahorse') • Possessive pronoun ('my') • Semantic fields of nature 'bough' 'cherries' 'sunset' and materialism 'gift' 'favour' 'curtain' 'statue' 	<ul style="list-style-type: none"> • Listing ('King, honour, human dignity etcetera') • Simile ('dropped like luxuries in a yelling alarm' 'like molten iron in the centre of his chest') • Metaphor ('Suddenly, he awoke and was running')
Structure & Form Methods	<ul style="list-style-type: none"> • Alternate rhyme scheme (ABAB) • Iambic tetrameter which weakens in line 4 'marks of weakness, marks of woe' 	<ul style="list-style-type: none"> • Sonnet form • Mixture of Shakespearean and Petrarchan sonnet • Rhyme scheme disintegrates at line 5 • Bathos (anti-climax) 'Nothing beside remains' 	<ul style="list-style-type: none"> • Caesura (Maps too.) • Quatrains • One line final stanza • Free verse 	<ul style="list-style-type: none"> • Dramatic monologue • Rhyming pentameter lines but with enjambment • Heavy use of caesura 	<ul style="list-style-type: none"> • Media-res • Enjambment

Key Words	Meaning	Subject Terms	Meaning (What this method is)
brutal	Very cruel and violent.	enjambment	When a sentence continues after the end of a line in a poem, with no punctuation at the end of the line.
duty	A responsibility to do something.	free verse	Poetry that does not rhyme or have a regular rhythm.
patriotism	A love and support of your country	alternate rhyme	When every other lines rhymes
honour	Reputation and respect for doing the right thing.	metaphor	A comparison of something being described (the <i>tenor</i>) to something else (the <i>vehicle</i>).
patriarchy	A society where men have more power than women	monologue	A long speech by one person.
monarchy	A royal family	sonnet	A 14 line poem, usually about love, written in iambic pentameter
establishment	Organisations which have lots of power for example the church, the government.	quatrain	A 4 line stanza
fragility	Weakness	media-res	When a text begins in the middle of action
oppression	The treatment of a group of people in an unfair way, often by limiting their freedom.	iambic tetrameter	A line with 8 syllables, one unstressed, one stressed
supremacy	Power over something or someone	iambic pentameter	A line with 10 syllables, one unstressed, one stressed
corruption	When something or one becomes ruined	semantic field of...	A set of words linked to the same thing.
perspective	How someone sees something – their point of view.	stanza	A group of lines in a poem.

ANSWERING AN EXAM QUESTION: Compare how poets present [topic] in [named poem] and one other poem from 'Power and Conflict'.

1. Explain something that both poets show about the **topic**. *Both Shelley and Dharker explores the problems of human power and its ultimate fragility when compared to nature.*
Better: also explain the different ideas they show, linking to each poem's deeper ideas/context.
2. Analyse how one poet uses methods to show these ideas. Try to analyse how the poet uses language and structure/form. *To convey the fragility of human power, however mighty or tyrannical, Shelley uses the metaphor 'half sunk, a shattered visage' to reveal not just the literal decline of the statue, but also the metaphorical decline of Ozymandias' statue. Moreover, this is emphasised by the rhyme scheme, which begins to falter at Line 5, further revealing the disintegrating of the one all-powerful Ozymandias' power.*
Better: analyse in as much detail as you can, and analyse a range of methods the poet uses.
3. Repeat step 2 for the second poet's methods.
Better: compare further as you analyse, based on the poets' similar/different ideas/methods.

[If needed, repeat any of the steps to extend your answer to the task.]