Year 10 – Love & Relationships Poetry – English Knowledge Organiser

Expectations and content

What is this unit about and why do we teach it?

- This unit teaches the cluster of poetry for GCSE literature. We study the Love & Relationships Cluster in the AQA anthology. Students learn about human emotion, both romantic, familial and when relationships are dysfunctional. There are 15 poems in total and students must know key quotations, the structure and form of each one in preparation for the exam in which students compare two.

Key terminology taught:

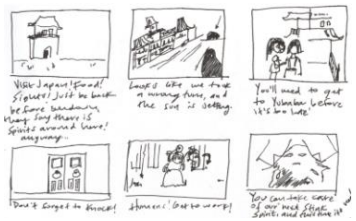
- Assonance
- Caesura
- Dialect
- Enjambment
- Extended metaphor
- Form
- Rhyme and half rhyme
- Imagery
- Motif
- Prose
- Quatrain
- Refrain
- Rhythm
- Sibilance
- Stanza
- Strophe
- Symbolism
- Verse
- Volta

If your child needs support

Suggested activities to help:

- Revise key terminology (to the left) by making quizzes on Quizlet.com for your child to complete or making simple flashcards to practise with your child.
- Practice makes perfect when it comes to memorising quotations. If you child read each of these poems per week then they would know them inside out and would be very confident in the exam.
- Make use of the excellent YouTube videos available on analysis of the poems. MrBruff is the most popular, the thumbnails of which are yellow and look like this:

- If your child is a little daunted by poetry then encourage them to think of the poems as compact stories. Put them into storyboards like this, detailing what happens in each stanza with key images.



If your child needs extension

Questions to discuss with your child:

- What is the history of poetry?
- Why is poetry written?
- What makes a poem effective to hear rather than just to read?
- Can poetry provide catharsis?

- **Challenging activities to complete:**
- Encourage your child to make deep connections between the poems (this is what they are tested on in the exam.) Can the poems be linked by more than just theme? How else are two of them similar?
- Your child could research poems of different forms to explore how each is effective. Odes, sonnets, ballads, haikus etc. ae all different.

Suggested further reading:

Students should first and foremost be reading the 15 poems on the list, because these are the only ones tested but it would be wonderful to gain some more experience of the collections the poems are from. Look at these in particular:

- Book of Matches by Simon Armitage
- Seamus Heaney collected poems
- Skirrid Hill by Owen Sheers
- sonnets from the Portuguese by Elizabeth Barratt Browning
- Mean Time b Carol Ann Duffy
- Collected Poems and Selected Prose by Charlotte Mew