

Meden School Curriculum Planning							
Subject	English Literature	Year Group	12	Sequence No.	1	Topic	Feminine Gospels – Modern Times (AQA Lit A)

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>GCSE Retrieval</p> <ul style="list-style-type: none"> Why poetry and not novel or short story? Form in poetry Structural poetry devices: enjambment, caesura, rhyme, rhythm, rhyme schemes Language devices in poetry Metaphor in poetry: tenor, vehicle, ground The concept of voice in poetry 	<p>Core Knowledge</p> <p>Subject terminology</p> <ul style="list-style-type: none"> Enumeration Alliteration Assonance Revelatory enjambment Internal rhyme Conceit Catharsis Pathos Poetry forms Allegory Free verse Elegy <p>Link context to language analysis</p> <ul style="list-style-type: none"> "Tough-guy vernacular" Natural Imagery (esp. rivers and the moon) Fairy Tale Imagery(towers/woods/apples/transformation) Mythological Imagery (harpies, Ariadne, Daphne, Echo) 	<p>Critical Views (A05)</p> <ul style="list-style-type: none"> Helene Cixous-“women write in white ink”-their voices are often invisible Jacques Lacan- Jouissance- a force of life “Begins with a tickle and ends with a blaze of petrol” Laura Mulvey –“male gaze” ““Woman's desire is subjugated to her image (...) as bearer, not maker, of meaning.”” <p>Patriarchy</p> <ul style="list-style-type: none"> https://www.theguardian.com/commentisfree/series/the-week-in-patriarchy, e.g. https://www.theguardian.com/commentisfree/2022/mar/05/week-in-patriarchy-feminism-arwa-mahdawi https://www.theguardian.com/news/2018/jun/22/the-age-of-patriarchy-how-an-unfashionable-idea-became-a-rallying-cry-for-feminism-today Substantive feminism vs. The Patriarchy - https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1266&context=uclf

<p>Literary devices</p> <ul style="list-style-type: none"> Allusion and its power Literature through time Conceptual links to GCSE texts: feminism, imagery, voices through time, patriarchy, attitudes to women, capitalism, social class, mistreatment of women 	<ul style="list-style-type: none"> Biblical imagery (Eve, crucifixion) <p>Compare poems thematically and by style</p> <p>Women's bodies/transformation</p> <ul style="list-style-type: none"> The Diet, The Map Woman, The Woman who Shopped, Tall, Beautiful <p>Degradation and Mistreatment of Women</p> <ul style="list-style-type: none"> Beautiful, Loud, History <p>Women and History</p> <ul style="list-style-type: none"> Beautiful, Sub, Long Queen, Wish <p>Unheard Voice</p> <ul style="list-style-type: none"> Sub, History, Virgin's Memo, Anon, Loud, Laughter of Stafford Girl's High, White Writing <p>Motherhood</p> <ul style="list-style-type: none"> Virgin's Memo, The Cord, Light Gatherer, Work, Long Queen <p>The Poetic Voice</p> <ul style="list-style-type: none"> Gambler, Dreaming Week, Tall, Anon, White Writing <p>Matrilineal Line</p> <ul style="list-style-type: none"> Long Queen, The Cord, Anon, History <p>Elegies</p> <ul style="list-style-type: none"> Wish, North-West, Death and the Moon <p>Collection 1</p> <p>Women's bodies/transformation</p> <ul style="list-style-type: none"> The Diet, The Map Woman, The Woman who Shopped, Tall, Beautiful <p>The Diet</p> <ul style="list-style-type: none"> Idea 1 – male gaze and societal influences Quotes: Idea 2 – false self and true self Quotes: "she was gulped, swallowed, sent down the hatch in a river of wine, bottoms up, cheers, fetched up in a stomach just before lunch." Idea 3 – female identity 	<p>Feminism</p> <ul style="list-style-type: none"> The Guardian article - https://www.theguardian.com/books/2002/oct/13/poetry.features1 https://www.theguardian.com/books/2002/sep/14/featurereviews.guardianreview 100 Women - https://www.theguardian.com/books/2011/mar/08/carol-ann-duffy-100-women https://www.theguardian.com/world/feminism What Feminism means today - https://www.apa.org/gradpsych/2006/09/feminism Feminism – range of articles - http://www.inquiriesjournal.com/keyword/feminism <p>Stereotyping</p> <ul style="list-style-type: none"> Engagement with language-based gender stereotypes, e.g. The Good Wife's Guide; Analysing Disney's use of male protagonists and female damsels and how these can be recreated or re-casted in literature, e.g. Beauty and the Beast; <p>Extreme stereotypes:</p> <p>https://www.theguardian.com/world/2021/oct/12/outrageous-gender-stereotypes-go-well-beyond-lego</p> <p>The Diet:</p> <p>https://www.telegraph.co.uk/women/womens-health/10607040/Getting-thin-why-is-it-the-ultimate-female-ambition.html</p>
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- Quotes: “She stared in the mirror as she got dressed”, “had guns for hips”

Key context

The Map Woman

- **Idea 1 – Past experiences of women**
- Quotes: “a precis of where to end or go back and begin”
“When she knelt/she felt her father’s house pressing into her bone”
- **Idea 2 – false self and true self**
- Quotes: “Over her breast was the heart of the town”
with a dress, with a shawl, with a hat, / with mitts or a muff,
with leggings, trousers / or jeans, with an ankle-length cloak,
hooded / and fingertip-sleeved.’ “her skin sloughed like a snake”
- **Idea 3 – female identity**
- Quotes: “A woman's skin was a map of the town
where she'd grown from a child.”
“but the map was under her stockings,
under her gloves, under the soft silk scarf at her throat,
under her chiffon veil, a delicate braille. Her left knee
marked the grid of her own estate.”

Key Context: 20th century – women as victims of society

The Woman Who Shopped

- Idea 1 – Capitalism/ Materialism
- Quotes:
- Idea 2 – Choosing consumerism over self
- Quotes:
- Idea 3 – the commodification of beauty
- Quotes:

The Map Woman:

<https://interpreture.com/the-map-woman-poem-analysis/>

Gender Constructs – Judith Butler ‘Undoing Gender’

The Woman Who Shopped

<https://www.forbes.com/sites/bridgetbrennan/2013/03/06/the-real-reason-women-shop-more-than-men/?sh=739fff4c74b9>

	<p>Key context: Biblical imagery (Eve, apple)</p> <p>Beautiful</p> <ul style="list-style-type: none"> Idea 1 – exploitation of beautiful women by the patriarchy Quotes: “a little bird inside a cage” “They filmed her harder, harder” “dumped what they couldn’t use” “Give us a smile, Cunt” Idea 2 – beauty as a curse Quotes: “History’s Stinking breath in her face” “Beauty is fame” Idea 3 – beauty as power Quotes: “queen of his heart, pin up, superstar”, “made him fuck her as a lad” <p>Key context: historical background of all 4 women</p> <p>Tall</p> <ul style="list-style-type: none"> Idea 1 – Upward social mobility relating to women Quotes: “men on stilts.”, “horizon-bound in seven-league boots”, Idea 2 – equality/ gender pay gap Quotes: “the woman had height, grew tall was taller daily.” “Day one saw her rising at 8 foot bigger than any man.” Idea 3 – isolation Quotes: “Was colder, aloner, no wiser.”, “saw lovers in the rented rooms” <p>Key context: Biblical allusions – Eve, religious offerings, Genesis ‘Day One..’</p>	<p>Beautiful</p> <p>https://www.thoughtco.com/helen-of-troy-historical-profile-112866</p> <p>https://www.npr.org/2010/09/28/130190252/the-true-story-of-antony-and-cleopatra</p> <p>https://www.theguardian.com/commentisfree/2022/oct/02/if-blonde-is-a-feminist-film-why-is-marilyn-monroe-still-being-exploited</p> <p>https://time.com/4914324/princess-diana-anniversary-paparazzi-tabloid-media/</p> <p>Tall:</p>
	<p>Collection 2 - Degradation and Mistreatment of Women</p> <p>Beautiful/Loud/History</p> <p>Loud</p> <ul style="list-style-type: none"> Idea 1 – strength of the female voice/ empowerment 	<p>https://www.theguardian.com/world/2001/oct/27/afghan-istan.terrorism8 (article which inspired the poem)</p> <p>Students to read prior to study of poem</p>

	<ul style="list-style-type: none"> • Quotes: “The News had often made her shout, but one day her voice ripped out of her throat”, “Not any more. Now she could roar.” • Idea 2 – Criticism of the media • Quotes: “She switched to the News. It was all about Muslims, Christians, Jews.” • Idea 3 – Finding a voice • Quotes: “Her voice stomped through the city shouting the odds” <p>Key context: Terrorism/ reactions to it via the media (see article)</p>	
	<p>History</p> <ul style="list-style-type: none"> • Idea 1 – women’s forgotten history • Quotes: “She was History. She’d seen them ease him down from the Cross” • Idea 2 – Treatment of the elderly • Quotes: “She woke up old at last, alone, bones in a bed, not a tooth in her head, half dead.” <p>Key context</p> <ul style="list-style-type: none"> • The events begin with Jesus being taken off the cross: ‘ease him down/from the cross’. • The shaming of Jesus (Matthew 26.67): ‘the soldiers spitting’ • Jesus’ resurrection: ‘fisherman swore he was back’ • The rise and fall of the Roman Empire: ‘basilicas rise’ • Medieval wars: ‘the bloody crusades’ • England and Scotland clashing: ‘Bannockburn’ • World War 1: ‘Passchendaele’ • World War 2: ‘Babi Yar’ • The war of Vietnam: ‘Vietnam’. • Hitler’s suicide: ‘the dictator strutting and stuttering film blew out his brains’ • Going to concentration camps: ‘children waved/their little hands from the trains’ 	

	<p>Sub</p> <ul style="list-style-type: none"> • Idea 1 – The value of motherhood in society • Quotes: “I felt the first kick of my child; whacked a century into the crowd. • Idea 2 – Experiences of women in a male dominated society • Quotes: “Houston, we don't have a problem, I said.” • Idea 3 – Menstruation – society’s view • Quotes: “but skipped the team bath with the lads, sipped my champagne in the solitary shower as the blood and soap suds mingled to pink” <p>Key context: key sporting events/ typically masculine - F1, Wimbledon, World Cup, cricket, moon landings</p>	
	<p>Long Queen</p> <ul style="list-style-type: none"> • Idea 1 – Suffering of women • Quotes: “Childbirth: most to lie on the birthing beds, push till the room screamed scarlet” • Idea 2 – women’s shared experiences • Quotes: “What was she queen of? Women, girls, spinsters and hags, matrons, wet nurses, witches, widows, wives, mothers of all these.” • Idea 3 – Matriarchy • Quotes: “No girl born who wasn't the Long Queen's always child. <p>Key context: Queens Elizabeth I and II/ Queen Victoria</p>	
	<p>Wish</p> <ul style="list-style-type: none"> • Idea 1 – Barriers • Quotes: “what if”, “wondering why do I shout, why do I run” • Idea 2 – child/ parent relationship • Quotes: “Nobody slept who couldn't be woken by the light <p>Key context: Ariadne/ Theseus in Greek mythology</p>	<p>https://www.thecollector.com/ariadne-and-theseus-myth/</p>
	<p>The Virgin’s Memo</p>	

	<ul style="list-style-type: none"> Idea 1 – The limited power of women Quotes: “maybe not abscesses, acne, asthma, son, maybe not boils, maybe not cancer” Idea 2 – obfuscation of the female voice Quotes: “the unicorn’s lovely” <p>Key context: biblical allusions/ original sin/ patriarchy throughout history/ Virgin Mary</p>	
	<p>Anon</p> <ul style="list-style-type: none"> Idea 1 – Loss of female identity Quotes: “If she were here she’d forget who she was” Idea 2 – The value of women’s writing (or lack of) Quotes: “how she passed on her pen like a baton” <p>Key context: reference to Shakespeare – ‘Hamlet’/ ‘Much Ado..’</p>	<p>The Feminine Mystique (1963) Friedan</p>
	<p>Laughter of Stafford Girl’s High</p> <ul style="list-style-type: none"> Idea 1 – community and the female voice Quotes: “Miss Batt Flung her head back and laughed, laughed like a bride” Idea 2 – The education system (criticism of) Quotes: “reciting the Poets Laureate For Miss Nadimbaba – John Dryden, Thomas Shadwell Nahum Tate, Nicholas Rowe, Laurence Eusden, Colley Cibber William Whitehead” “her class wrote out a list Of the monarchs of England – Egbert, Ethelwulf, Ethelbald Ethelbert, Ethelred, Alfred, Edward, Athelstan, Edmund Eadred, Eadwing, Edgar..” Idea 3 – Female rebellion Quotes: “Anarchy roared in her face like a tropical wind.” “But the crowd of girls gave a massive cheer, stamping The floor with their feet in a rebel beat” <p>Key context</p> <p>Mock-epic poem Mock-heroic allegory Contextual ideas:</p> <ul style="list-style-type: none"> King James Bible 	

	<ul style="list-style-type: none"> • Shakespeare’s Julius Caesar • King Lear • The Beaufort Scale • Blake’s Jerusalem • Robert Browning • Ursula Fanthorpe/Fleur Adcock (fellow poets) • King Canute/Queen Canute • Anthony and Cleopatra • Ovid • W.B. Yeats • Merchant of Venice • As you like it 	
	<p>White Writing</p> <ul style="list-style-type: none"> • Idea 1 – presentation of same sex marriage/ criticism of the lack of marriage rights • Quotes: “No prayers written to bless you, I write them white” • Idea 2 – Liberation from the shackles of society • Quotes: “No rules written to guide you” • Idea 3 – Lack of female homosexual voices in the canon • Quotes: “No poems written to praise you, I write them white” <p>Key context: LGBTQ+ rights with regard to marriage</p>	<p>Écriture féminine - Laugh of the Medusa, Helene Cixous – ‘White Ink’</p> <p>http://employees.oneonta.edu/farberas/arth/ARTH_220/cixous_medusa.htm</p>
	<p>The Cord</p> <ul style="list-style-type: none"> • Idea 1 – maternal bond • Quotes: “They cut the cord she was born with and buried it under the tree” • Idea 2 – threat of the patriarchy (towards mother/ daughter bond) • Quotes: “She went deeper into the forest, following a bird which disappeared, a waving hand; shadows 	

	<p>blurred into one huge darkness”</p> <p>Key context: The views of motherhood in 21st century society</p>	
	<p>Light Gatherer</p> <ul style="list-style-type: none"> • Idea 1 – joys of motherhood • Quotes: “and you slept with the whole moon held in your arms for a night light where I knelt watching.” • Idea 2 – childhood • Quotes: “and now you shine like a snowgirl, a buttercup under a chin, the wide blue yonder you squeal at and fly in” <p>Key context: The views of motherhood in 21st century society</p>	
	<p>Work</p> <ul style="list-style-type: none"> • Idea 1 – the damage of consumerism • Quotes: “A billion named, she trawled the seas, hoovered fish, felled trees, grazed beef, sold cheap fast food” • Idea 2 –human greed • Quotes: “sickened, died, lay in a grave, worked, to the bone, her fingers twenty-four seven.” • Idea 3 – Mother Nature • Quotes: “Mother to millions now” <p>Key context: Journey through different time periods to explore the changing role of women in relation to work outside the home</p>	<p>https://www.marxist.com/women-and-capitalism.htm</p>
	<p>Gambler</p> <ul style="list-style-type: none"> • Idea 1 – The process of writing • Quotes: “She goes for the sound of the words, the beauty they hold in the movement they make on the air” • Idea 2 – Lack of female representation in literature • Quotes: “Most days she sits with her stump of a pen” 	<p>Reference to Hyperion – historical context https://poemanalysis.com/carol-ann-duffy/gambler/</p> <p>Potential contrast to ‘White Writing’ – “while ‘Gambler’ focuses on the intricacy of writing, ‘White Writing’ suggests that experiences are more important than documentation.”</p>

	<p>Key context: 'Hyperion' - a late 90s gambling agency/ Greek Mythology - Duffy places the female voice as more important than a Greek Titan</p>	
	<p>Dreaming Week</p> <ul style="list-style-type: none"> • Idea 1 – escapism through literature • Quotes: “Not tomorrow, I'm dreaming till dusk turns to dawn - dust, must, most, moot, moon, mown, down - • Idea 2 – death of love • Quotes: “I'm dreaming under the stuttering clock, under the covers, under closed eyes, all colours fading to black” <p>Key context: Gothic trope – 'Madwoman in the Attic' - Sandra Gilbert and Susan Gubar's 'The Mad Woman in The Attic'</p>	
	<p>North-West</p> <ul style="list-style-type: none"> • Idea 1 – regret • Quotes: “the flowers of litter, a grave for our ruined loves, unborn children, ghosts.” • Idea 2 – nostalgia • Quotes: “the ferry grieves down by the Pier Head” <p>Key context:</p>	
	<p>Death and Moon</p> <ul style="list-style-type: none"> • Idea 1 – grief • Quotes: “I stooped at the lip of your open grave to gather a fistful of earth,” • Idea 2 – space as a metaphor for loss • Quotes: “Unreachable by prayer, even if poems are prayers. Unseeable in the air, even if souls are stars” <p>Key context: Duffy's relationship with Adrian Henri</p>	

Poem	Key questions	
1	<p>Women's bodies/transformation</p> <p>The Diet</p> <ul style="list-style-type: none"> • To what extent is the speaker affected by cognitive dissonance? • • How does Duffy explore the 'male gaze' in the poem 'The Diet'? • How does societal pressure influence a woman's sense of self? • How does Duffy convey a feminist perspective? 	<p>Annotate poem and answer, using analytical paragraphs, the highlighted question each lesson.</p> <p>Homework poem (please use elegy/ poetic voice poems) In addition, use Zig-Zag resource to support independent annotation.</p>
2	<p>Women's bodies/transformation</p> <p>The Map Woman</p> <ul style="list-style-type: none"> • How does Duffy present the woman's view of herself and her body? • Can a woman ever erase her true identity? 	<p>Annotate poem and answer, using analytical paragraphs, the highlighted question each week.</p> <p>Annotate poem and answer, using analytical paragraphs, the highlighted question each lesson.</p>

	<ul style="list-style-type: none"> • How do the women's past experiences shape her identity now? • How is the map a metaphor for the female experience? 	<p>Homework poem: In addition, use Zig-Zag resource to support independent annotation.</p>
3	<p>Women's bodies/transformation</p> <p>The Woman Who Shopped (D)</p> <ul style="list-style-type: none"> • How does Duffy present the woman in the poem as purely acquisitive? • How is the act of shopping presented as a substitute for true love? • How does the poem explore the capitalist obsession with material goods? 	<p>Annotate poem and answer, using analytical paragraphs, the highlighted question each week.</p> <p>Homework poem: In addition, use Zig-Zag resource to support independent annotation.</p>
4	<p>Women's bodies/transformation</p> <p>Beautiful (D)</p> <ul style="list-style-type: none"> • How does Duffy explore the idea that being beautiful can result in physical and mental damage? 	<p>Annotate poem and answer, using analytical paragraphs, the highlighted question each lesson.</p>

	<ul style="list-style-type: none"> How can we see exploitation of women through the depictions of Marilyn Monroe/ Diana? How does the presentation of Helen of Troy/ Cleopatra contrast with that of Monroe and Diana? (mythological vs modern) 	<p>Homework poem: In addition, use Zig-Zag resource to support independent annotation.</p>
5	<p>Women's bodies/transformation</p> <p>Tall (S)</p> <ul style="list-style-type: none"> How does Duffy present a woman's experiences of upward social mobility? How is the concept of isolation explored in the poem? In your opinion, is Duffy stating that non-conformist women experience negative reactions? What is the role of the media in society today? 	<p>Mini-Assessment: How do the poems we have studied so far present the idea that women are exploited by society? How do the poems we have studied so far present the modern female experience? How do the poems we have studied so far present the modern female experience as negative?</p> <p>Homework poem: In addition, use Zig-Zag resource to support independent annotation.</p>
6	<p><u>Degradation and Treatment of Women</u></p> <p>Loud</p> <ul style="list-style-type: none"> To what extent is the character in Loud an empowered female? How does Duffy present the ability of women to change the world? Is it 	<p>https://www.theguardian.com/world/2001/oct/27/afghanistan.terrorism8 (article which inspired the poem) <i>Students to read prior to study of poem</i></p> <p>Explore the poem in relation to the 'empowered' female. Is there evidence that she is empowered? Can this make a change?</p> <p>Homework poem:</p>

	<p>possible?</p> <ul style="list-style-type: none"> • How does Duffy criticise the media in the poem? 	In addition, use Zig-Zag resource to support independent annotation.
7	<p><u>Degradation and Treatment of Women History</u></p> <ul style="list-style-type: none"> • What is 'herstory' and how is this presented as an idea in the poem? • How does Duffy use personification to represent forgotten women of the past? • How does the 'everywoman' represent the mistreatment of women throughout history? 	<p>Annotate poem and answer, using analytical paragraphs, the highlighted question each lesson.</p> <p>Homework poem: In addition, use Zig-Zag resource to support independent annotation.</p>
8	<p><u>Collection 3 - Women and History Sub</u></p> <ul style="list-style-type: none"> • What could Duffy be implying by entitling the poem 'Sub'? • How does Duffy explore the impact of menstruation/pregnancy on the experiences of women in a patriarchal society? • According to the poem, how does society view the role of a mother? 	<p>Annotate poem and answer, using analytical paragraphs, the highlighted question each lesson.</p> <p>Homework poem: In addition, use Zig-Zag resource to support independent annotation.</p>
9	<u>Long Queen</u>	Annotate poem and answer, using analytical paragraphs, the highlighted question each lesson.

	<ul style="list-style-type: none"> • How does Duffy explore the women's suffering in the poem? • How is the 'Long Queen' presented as a matriarchal figure/ voice for women? 	<p>Homework poem: In addition, use Zig-Zag resource to support independent annotation.</p>
10	<p><u>Wish</u></p> <ul style="list-style-type: none"> • What is effect of Duffy's use of the sonnet form in the poem? • How far would you agree that this is a poem about mental illness? • How does Duffy explore the challenges faced in mother/daughter relationships in the poem? 	<p>Annotate poem and answer, using analytical paragraphs, the highlighted question each lesson.</p> <p>Make link to sonnet form also used in 'North West'</p> <p>Homework poem: In addition, use Zig-Zag resource to support independent annotation.</p>
11	<p><u>Collection 4 - Unheard Voice</u> <u>Virgin's Memo</u></p> <ul style="list-style-type: none"> • What is the impact of the media res opening? • How is modality used for effect in the poem? How does this comment on the opinions of women? • Why does Duffy use alphabetised listing in the 'memo'? 	<p>Annotate poem and answer, using analytical paragraphs, the highlighted question each lesson.</p>
12	<p><u>Anon</u></p> <ul style="list-style-type: none"> • How is the title of the poem ambiguous? • What is Duffy's message about the role of women writers? 	<p>Make link to 'The Long Queen'</p> <p>Homework poem: In addition, use Zig-Zag resource to support independent annotation.</p>

13	<p><u>Laughter of Stafford Girl's High</u></p> <ul style="list-style-type: none"> • How could the poem be described as an allegory of the rise of feminism (Peter Forbes)? • What is the impact of Duffy's extended metaphor? • How does Duffy celebrate female rebellion in the poem? 	<p>Link to 'Loud' – female voice mock-heroic allegory</p> <p>Annotate poem and answer, using analytical paragraphs, the highlighted question each lesson.</p> <p><i>Homework: Where does this poem fit in the collection? Some critics suggest that despite its central position 'The Laughter of Stafford Girls' High' has nothing in common with the rest of the collection. Examine this view.</i></p>
14	<p><u>White Writing</u></p> <ul style="list-style-type: none"> • What are the connotations of the colour white and how does Duffy use these connotations in the poem? • How does Duffy explore the way society treat women in same sex relationships? • How is the poem an epithalamium? • How does 'White Writing' fit the ethos of third wave feminism? 	<p>Third wave feminism</p> <p>Annotate poem and answer, using analytical paragraphs, the highlighted question each lesson.</p> <p>Homework poem: In addition, use Zig-Zag resource to support independent annotation.</p>
15	<p><u>North West</u></p> <ul style="list-style-type: none"> • How does Duffy explore the universal sentiment of nostalgia? • How is the theme of regret presented in the poem? 	<p>Make links to 'Wish' – sonnet form and 'Death and the Moon – elegy</p> <p>Homework poem: In addition, use Zig-Zag resource to support independent annotation.</p>

	<ul style="list-style-type: none"> • What is the impact of the sonnet form on the poem? 	
16	<p><u>Motherhood</u> <u>Virgin's Memo</u> (Previously studied under collection of unheard voice)</p>	
17	<p><u>The Cord</u></p> <ul style="list-style-type: none"> • How does Duffy use the cord as a symbol in the poem? • What does Duffy suggest about the impact of patriarchy on the mother/daughter bond? 	Annotate all 3 poems (The Cord, The Light Gatherer and Work) before exploring the theme of motherhood across them.
18	<p><u>Light Gatherer</u></p> <ul style="list-style-type: none"> • How does Duffy utilise the motif of light in the poem? • <u>Comparative question:</u> How does Duffy present ideas about motherhood in Light Gatherer and The Cord? 	Annotate and then create comparative table (The Cord). Explore exemplars and then answer the key question: <i>How does Duffy present ideas about motherhood in Light Gatherer and The Cord?</i>
19	<p><u>Work</u></p> <ul style="list-style-type: none"> • Do you consider Duffy's poem to present a bleak and apocalyptic vision of the future? • What is the effect of the verbs used to describe work in the poem? • How does Duffy present her views on global capitalism in the poem? 	Link also to theme of consumerism/ capitalism in 'The Woman Who Shopped' <i>Explore the three maternal poems.</i> <i>What strands can you see that link ALL of them?</i> <i>Where do you see an element of difference between them?</i> <i>Is there a difference in authorial methods between the poems and why do you think that this is the case?</i>

The poetic voice/ elegy poems can be set for homework (due to time restrictions); please use the Zig-Zag booklets and key questions to cover the themes in the poems and to make links between the collections.

20	<p><u>Collection: The Poetic Voice</u></p> <p><u>(Tall, Anon, White Writing all covered previously)</u></p> <p><u>Dreaming Week</u></p> <ul style="list-style-type: none"> • How does Duffy explore escapism in the poem? • How does the structure of the poem support the notion of fading love? 	Annotate poem and answer, using analytical paragraphs, the highlighted question each lesson.
21	<p><u>Gambler</u></p> <ul style="list-style-type: none"> • How and why does Duffy use the extended metaphor of gambling to explore the art of writing poetry? 	Annotate poem and answer, using analytical paragraphs, the highlighted question each lesson.
	<p><u>Matrilineal Line</u></p> <p><u>Long Queen, The Cord, Anon, History</u> <u>(ALL covered previously – make links under the key focus of matrilineal line)</u></p>	
	<p><u>Elegies</u> <u>Wish, North-West (covered previously)</u></p> <p><u>Death and the Moon</u></p>	<p>Homework task: Compare and contrast the significance of grief in North West and Death and the Moon?</p>

	<ul style="list-style-type: none">• What is an elegy?• What does the moon symbolise in the poem?• How does Duffy present the experiences of grief and loss in the poem?	
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