

## 1. Context – Wars

**World War 1:** Many of our poets fought in the first world war, and describe the brutal reality of being a soldier in the war.

**Propaganda:** The poets challenge propaganda views.

**Craig Lockhart:** Craig Lockhart was a hospital built to help soldiers suffering ‘shell-shock’

**PTSD:** Post-traumatic stress disorder is an illness that many suffer following experiences at war.

## 2. Key Vocabulary

**Patriotism:** A devotion and love for your country  
**Suffering:** the state of undergoing pain, distress, or hardship.

**Trauma:** a deeply distressing or disturbing experience.

**Propaganda:** information, especially of a biased or misleading nature, used to promote a political cause or point of view.

**Pride :** A deep feeling of pleasure at your own achievements

## 3. Themes and ideas

**Effect of war:** These poems explore different identities that people have, and share with others. These will broaden students understandings of the world we live in.

**Reality:** Most of the poems are written from the perspectives of soldiers, therefore they are able to describe exactly what the war was like.

**Conflict:** We are able to explore the conflict felt on the battlefield, as well as the internal conflict suffered by the soldiers.

## 4. Poets

**Wilfred Owen:** Owen fought and died in World War 1, he was anti-war and wrote poems reporting on the horrific realities of it.

**Jessie Pope:** Jessie Pope was pro-war and many of her poems were printed in newspapers as propaganda.

**Siegfried Sassoon:** Fought alongside Owen in the war, and spent time at Craig Lockhart.

**Simon Armitage:** Writes about the after-effect of the war, and the men who return from war ‘in body, but never wholly in mind’

**John McCrae:** McCrae fought in Flanders Fields, and recounts his views on war and poppies.

## 5. Subject Terminology

**Symbolism:** Using an object to represent a feeling or idea

**Alliteration:** Words that start or end with the same letter in succession

**Stanza:** A paragraph in a poem

**Repetition:** Repeating the same word or phrase for emphasis

**Onomatopoeia:** Words that sound like noises

**Adjectives:** Words used to describe

## 6. Poetry skills

**Analysis:** Students will study poetry throughout their journey at AAWF, and therefore will develop their analytical skills in annotating, and exploring language and personal inferences when reading a poem.

**Writing and comparison:** Students will explore how to use their personal inferences from analysis in writing, through embedding quotes and explaining ideas, as well as making clear comparisons between one or more poems, by theme and idea.