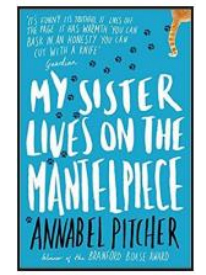


YEAR 7 English

Knowledge Organiser

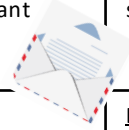
English: Year 7 Autumn Term 1: My Sister Lives on the Mantelpiece by Annabel Pitcher



Key Vocabulary	
Islamophobia	The fear, hatred and hostility towards Islam and Muslims.
Xenophobia	The dislike of or prejudice against people from other countries; more generally the fear or hatred
Prejudice	Having an opinion that is not based on reason or actual experience.
Terrorism	The use of fear and acts of violence in order to intimidate societies or governments.
Empathy	Being able to understand and share the feelings of someone else.
Key Terms	
Protagonist	Protagonist: the principal or main character in a literary work.
Antagonist	the main character in a work of fiction who comes in to conflict with the protagonist (hero or heroine). Note that the antagonist does not always have to be a character; it could be a thing or a situation (a monster, a storm, a flood, etc.).
Foreshadowing	to give a suggestion of something that will happen in the story.
Exposition	this also refers to the first stage of a plot, in which necessary background information is provided
Conflict	a struggle, disagreement, or difference between opposing forces in a literary work, usually resolved by the end of the work.

Key Quotes	
1.	“My sister Rose lives on the mantelpiece. Well, some of her does. A collarbone, two ribs, a bit of skull, and a little toe.”
2.	“Sometimes when I wake up, I forget that she's gone and then I remember and my heart drops like it does when you miss a step or trip over a kerb.”
3.	“In fact she was quite bad and according to Jas she was naughty at school, but no one seems to remember that now she is all dead and perfect.”
4.	“I swallowed all the doubt and all the disappointment and all the anger and they were almost too big, like vitamin pills that are difficult to get down even with water.”
5.	“If envy is red and doubt is black then happiness is brown. I looked from the little brown stone to the tiny brown freckle to her huge brown eyes.”

Symbolism	
Letters	Letters are a recurring symbol throughout the novel as it symbolises the constant hope that Jamie has in his mother returning. He is either waiting for a letter or he is sending one and these signify the most important points in his life.
Country vs City	The country is a positive symbol as it symbolises an escape and a new life for Jamie and his family. It also symbolises hope. On the other hand, the city is a negative symbol as it symbolises a past life and a time of trauma. Jamie wants to forget the life that he had in the city and the upset that he experienced.
A Spiderman T-Shirt	Jamie believes that the T-Shirt is a symbol of the love of his Mum and so he continues to wear it every day in the hope that his Mum will come back for him. However, by the end of the novel, the T-Shirt becomes a symbol of Jamie's abandonment and he feels like he has outgrown it. He realises that things cannot go back to how they were.



Context	
•	London bombings of 2005, also called 7 July attacks or 7/7 attacks,
•	They were coordinated suicide bomb attacks on the London transit system on the morning of July 7, 2005.
•	At 8:50 AM explosions tore through three trains on the London Underground, killing 39.
•	An hour later 13 people were killed when a bomb detonated on the upper deck of a bus in Tavistock Square.
•	More than 700 people were injured in the four attacks.

Characters	
Jamie	He is ten years old and he is the narrator of the story. He is a typical ten year old who enjoys football (especially Wayne Rooney) and superheroes.
Jas	She is Jamie's older sister who is fifteen. She looks after Jamie like a mother.
Dad	He used to work in construction but has struggled to stop drinking.
Mum	She used to be a teacher. She moves away with Nigel after an affair.
Leo	He is Jas's punk boyfriend with green hair. Nigel
Nigel	Nigel is Mum's boyfriend who she met at a support group after he lost his wife.
Sunya	A ten year old Muslim girl in Jamie's class at school.

Angels and clouds Jamie mentions the class reward system often within the book. Mrs Farmer has an angel to represent all of the children and they move up through the clouds depending on how well behaved they are. However, we can see that the rewards chart symbolises the constant memory of Rose for Jamie. Even at school, he cannot escape the memories of his sister.

Blue tack rings The rings symbolise the relationship between Sunya and Jamie and the fact that although they may have different beliefs they are brought together in their friendship and love of superheroes. In the beginning Jamie doesn't want the ring but he then realises he wants to be friends with Sunya and accepts the ring in turn accepting Sunya.

Urn The urn symbolizes the importance / sentiment of the ashes and how the death of Rose has had a huge impact on family life. The Urn is placed on the mantelpiece – the focal point of the room and shows how her death is the focal point for the family. The father's attachment to the urn shows how he can't let go of Rose and struggles to come to terms with her death.

English: Year 7 Autumn Term: Viewpoint Writing



Plan

1. Generate some ideas **for** and **against** the statement.
2. Choose your viewpoint.
3. Develop your ideas using the 'So what' method:

Smoking is bad for your health

So what?

Can lead to hospitalization and/or long term treatment needed

So what?

NHS clogged up with people requiring treatment – costing the tax payer, making waiting lists longer etc.

Let's look a little closer...

What makes a good introduction?

Get the reader to put themselves in a situation:
Imagine a world where... Imagine a world where... Imagine a world where... This could be the reality if...

Start with a theory:
What if...?

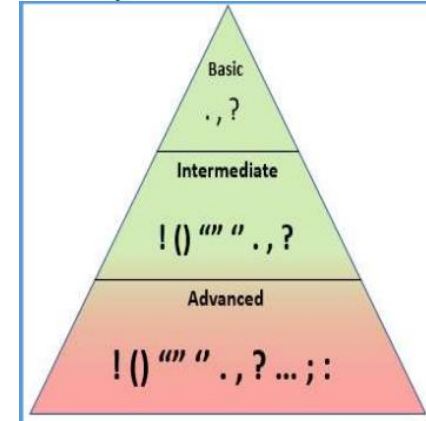
Show don't tell (descriptive)
Picture the scene:

Start with a statistic:
Recent studies show that...

A bold statement using a triple:
Teenagers are, and always have been, immature, reckless and impulsive.

Ask them a question:
What springs to mind when you hear the word 'childhood'?

Start with a quote:
"Stopping children from playing outside, will lead to them becoming mentally fragile" says...



What makes an excellent conclusion?

~~In conclusion / To conclude / Overall ARE BANNED~~

Use a rule of three:
Animal testing is outdated. Animal testing is cruel. Animal testing kills.

I – You – We:
I think...
You expect...
We know...
OR
My concern is...
Your worry is...
Our duty is...

End with an imperative:
Act now...

Concluding phrase:
The reasons for banning animal testing are clear:

Address the reader
So, if you want to...
Surely, there can be no doubt as to...

Device	Definition
Anecdote	A story that illustrates and reinforces your viewpoint
Statistics	Numerical facts
Direct Address	Speaking to your reader – 'you/your/we'
Rule of three	Three powerful adjectives
Facts	Something that cannot be argued with
Expert opinions	A personal thought or feeling from someone with authority (Dr, professor, celebrity, MP etc.)
Rhetorical Questions	A question designed to make your reader think
Repetition	Using a word/ phrase more than once to create a particular effect
Address the counter argument	Explain what some people who have a different view to you might say, then knock down their argument
Discourse markers	Linking words and phrases (obviously, clearly, unequivocally...)

Year 7: 'A Christmas Carol' by Charles Dickens



The Author



Dickens was born 7 February 1812 and died 9 June 1870; he was an English writer who created some of the world's best-known fictional characters and is regarded by many as the greatest novelist of the Victorian era. He wrote novels such as *Oliver Twist* and *Great Expectations*. Dickens was supported many charities during his life as he was very concerned with impoverished children who turned to crime and in order to survive.

Themes:

Poverty	Family	Charity
Wealth	Forgiveness	Redemption

Summary: *A Christmas Carol* is a novella about a mean, selfish old man, Ebenezer Scrooge, who hates Christmas. On Christmas Eve, Scrooge is unkind to the people who work for him, refuses to give to charity, then is rude to his nephew when he invites him to spend Christmas with him. Scrooge is then visited by the ghost of his old business partner Jacob Marley – and then by three ghosts! The Ghost of Christmas Past takes Scrooge on a journey through his past, taking Scrooge to see himself as an unhappy child and a young man more in love with money than his fiancée. The Ghost of Christmas Present shows Scrooge his clerk, Bob Cratchit's family where Scrooge sees Tiny Tim, who is very ill, but full of spirit. The ghost then takes him to see his nephew Fred's Christmas celebrations. Finally, The Ghost of Christmas Future terrifies Scrooge by showing him visions of his own death... The ghosts' journey through time teaches Scrooge the error of his ways. When he wakes up on Christmas Day, he is full of excitement and appreciative of the joys of Christmas.

Key Vocab – definitions

- Covetous - jealous
- Moral – an awareness of right and wrong
- Humbug – an expression of distaste or disgust
- Miserly - greedy
- Remorse - to deeply regret something
- Solitude - to be alone
- Novella – a short novel
- Destitute – too poor to provide for oneself
- Empathy – the ability to understand how another is feeling
- Surplus – more than is needed, desired or required



Key characters

- Scrooge
- The Ghost of Christmas Past
- The Ghost of Christmas Present
- The Ghost of Christmas Yet to Come
- Fred
- Bob Cratchit
- Tiny Tim
- Belle
- Fezziwig

Context

A Christmas Carol was written in 1843 at a time of great change in Victorian Britain. The industrial revolution was taking place and there was a sudden growth of the cities as moved from the countryside to the cities and many lived in poverty as the gap between the rich and poor widened. Workers had to toil for long hours and for little money. Children didn't go to school and worked long hours for a low wage to help support their families who barely had enough money to buy food. In the poorer areas of Britain's larger cities almost 1 in 5 children born in the 1830s and 40s had died by the age of five. There was no healthcare at this time and if you got ill and couldn't work, your whole family was at risk of death. For those who were unable to support themselves, there were the workhouses: these were not pleasant places to stay. Men, women and families were separated and those who were physically able were expected to work for their keep. During this period a small number of people became very wealthy and they lived in luxury with large houses, plenty of money, food and clothes. Their children didn't work and were educated.

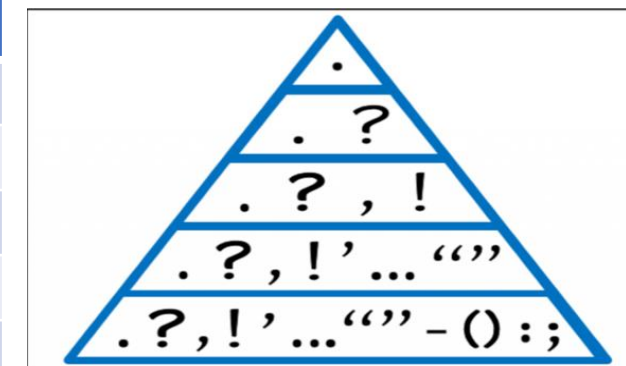
Year 7 Spring Term 2: Writing to Describe



Device	Example
Simile	The night sky was like a pit of ink.
Metaphor	A blanket of snow covered the ground.
Personification	The streetlights watched the snowflakes dance.
Pathetic fallacy	Snow drifted drowsily, exhausted and weak.
Repetition	Night after night, the shop lay empty.

Start your sentences by using the following:
 A noun / an adjective / a verb / an adverb / an adverbial phrase

Success Criteria	Y/N
Ambitious vocabulary	
A range of language devices	
Accurate punctuation	
A range of sentence starters	
A variety of sentence lengths	



Model Writing

Meanwhile the fog and darkness thickened so, that people ran about with flaring links, proffering their services to go before horses in carriages, and conduct them on their way. The ancient tower of a church, whose gruff old bell was always peeping slyly down at Scrooge out of a gothic window in the wall, became invisible, and struck the hours and quarters in the clouds, with tremulous vibrations afterwards as if its teeth were chattering in its frozen head up there. The cold became intense. In the main street, at the corner of the court, some labourers were repairing the gas-pipes, and had lighted a great fire in a brazier, round which a party of ragged men and boys were gathered: warming their hands and winking their eyes before the blaze in rapture.

Ask yourself the following questions to help you plan your description:

- Where is the place in the image?
- What is happening? What time is it?
- Who lives there? Who could you describe?
- When is it set?
- Which parts of the image can you describe in detail?

Ambitious Vocabulary

Arctic	Effigies
Permeate	Crevice
secluded	Masonry
Amber	Casement
Frost-bitten	Climate
Poignant	Derelict
Hue	Hostile
Tremulous	
rapture	
Decrepit	

Year 7 Summer Term 1: Seminal World Literature



Tier 2 Vocabulary

- Dual identity
- Refugee
- Nomadic
- Culture
- Alienation
- Foreign

Tier 3 Vocabulary

- Stanza
- Metaphor
- Extended metaphor
- Juxtaposition
- Personification
- Dramatic monologue
- Context
- Narrative perspective

Themes

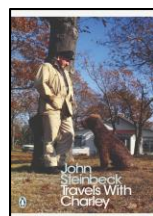
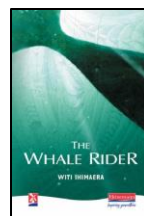
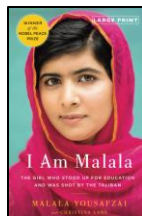
Identity and culture

The most important theme in all the extracts we will study is **identity**. What is the identity of the speaker in the poems? How is their identity defined? We will explore what makes our identity and if it is possible to feel torn between two identities.

Journeys

As a class, we will consider and explore physical and emotional journeys. We will consider if the speaker of the text has travelled from one place to another, and if they have changed as a person.

Poem	Summary
Presents from my Aunts in Pakistan	A girl has moved from Pakistan and is living in England with her family. She receives gifts that reminds her of her home country.
Search for My Tongue	A young girl feels torn between her mother tongue and her new language. At times, she feels that she is losing her native language.
Island Man	From the perspective of a Caribbean man living in London. The poem presents the contrasts between the two places.



Search for My Tongue – Sujata Bhatt

You ask me what I mean
by saying I have lost my tongue.
I ask you, what would you do
if you had two tongues in your mouth,
and lost the first one, the mother
tongue,
and could not really know the other,
the foreign tongue.
You could not use them both together
even if you thought that way.

(munay hutoo kay aakhee jeebh
aakhee bhasha)
(may thoonky nakhi chay)
(parantoo rattray svupnama mari
bhasha pachi aavay chay)

How to annotate a poem

1. Consider the title – what does the title mean? What do you think the poem is about?
2. Read the poem.
3. Who is the speaker of the poem? How do they feel?
4. Read the poem again. Highlight any words which stand out to you.
5. Summarise what the poem is about.
6. How is the poem structured? How many lines and stanzas are there?
7. Analyse the poem line by line. Can you find any language devices? What is the effect of the device?
8. Has your understanding of the poem and the speaker changed?
9. What is the message of the poem?
10. Is there a key theme in the poem?

Forms of writing: Dramatic monologue, fiction, nonfiction, autobiographical

English Year 7 Summer Term 2: The Odyssey



Glossary – Key Vocabulary

Odyssey – journey

Divine Justice – judgement of God

Conflict – argument / fight

Siren – a mythological beast

Myth – a story created to explain

Quest – journey

Sacrifice – to give up something

Heroic – brave act

Glossary – Subject Terminology

Epic Poem – a lengthy poem

Protagonist – main character

Antagonist – villain

Rhetoric – language used to persuade

Context



HOMER

The Odyssey is a sequel to Homer's epic poem The Iliad. The epic poem focuses on one of the Greek warriors, the hero Odysseus. It tells the story of his journey home to Greece, during the ten-year period after the Greek victory over the Trojans.

Before the introduction of alphabetic writing circa 800 BCE, Greece was illiterate. Scholars date the writing of the Odyssey to about **725–675 bce**. The poem was intended originally to be performed and not just read.

Homer is the legendary author to whom the authorship of the Iliad and the Odyssey is attributed. He is regarded as one of the greatest and most influential authors of all time.

Elements of an Epic



Characters

Odysseus – The heroic protagonist of the epic poem

Telemachus – The son of Odysseus

Penelope – The wife of Odysseus

Zeus – The King of the Gods

Athena – Goddess of wisdom and battle who helps Odysseus

Calypso – an immortal goddess who holds Odysseus prisoner for 7 years

Poseidon – the main antagonist of the epic poem



Key Quotes

“Sing to me of the man, Muse, the man of twists and turns.”

“Odysseus and his gallant son charged straight at the front lines, Slashing away with swords”

“Good blood runs in you, dear boy, your words are proof.”

“The gods of Olympus can't be all against this man”

Themes and Symbols

- Fate and Justice
- Cunning
- Free will
- Glory and Honour
- Temptation
- Divine Justice



Odysseus bow



The sea

Year 7 Summer Term 2: Exposition



Techniques to include:

- **Simile:** Using 'like' or 'as'
- **Juxtaposition:** The fact of two things being seen or placed close together with contrasting effect.
- **Metaphor:** Saying something *is* something else.
- **Personification:** Giving human qualities to an inanimate object.
- **Ambitious adjectives:** A word that describes the noun.
- **Extended metaphor:** A piece of writing/poetry that contains multiple metaphors or the metaphor is extended.

Key Terms

Narrative voice	the perspective the story is told from
Character	a person represented in a movie, play, or story
Setting	Where the story takes place
Word Types	Noun: person place or thing Verb: an action Adjective: a describing word
Connotations	An idea or feeling created by a particular word
Clause: A part of a sentence	An independent clause: part of a sentence that makes sense by itself A dependent clause: part of a sentence which requires more information
Sentence Types	Simple sentence: a sentence containing one clause Complex sentence: a sentence with one independent clause and at least one dependent clause Compound sentence: two independent clauses joined by a semicolon or a comma and conjunction

What is an Exposition? An introduction to a narrative, that gives background information.

How to structure your exposition:

- ✓ Hook
- ✓ Juxtaposition (where were you, back to reality)
- ✓ Flashback
- ✓ Closing sentence, back to reality.

Type of Journeys

Mental



Physical travels



Aging



Model Exposition:

I come from a country that was created at midnight. When I almost died, it was just after midday.

One year ago, I left my home for school and never returned. I was shot by a Taliban bullet and flown out of Pakistan unconscious.

Now every morning when I open my eyes, I long to see my old room full of my things, my clothes all over the floor and my school prizes on the shelves. Instead I am in a country which is five hours behind my beloved homeland in Pakistan and my home in the Swat Valley. But my country is centuries behind this one. Here there is any convenience you can imagine. Water running from every tap, hot or cold as you wish; lights at the flick of a switch, day and night, no need for oil lamps.

When I stand in front of my window and look out, I see tall buildings, long roads full of vehicles moving in orderly lines, neat green hedges and lawns, and tiny pavements to walk on. I close my eyes and for a moment I am back in my valley – the high snow-topped mountains, green waving fields and fresh blue rivers – and my heart smiles when it looks at the people of Swat. I meet my best friend Moniba and we sit together, talking and joking as if I had never left.

Then I remember I am in Birmingham, England.

English: Summer Term 2: Year 7 Descriptive Writing



Capital Letters:

It is important that you use capital letters correctly:

- The beginning of a sentence, headings, book and film titles
- Months of the year, days of the week
- Names of: people, towns, cities, places, companies, languages

Sentences:

A sentence is a group of words that expresses a complete thought

All sentences must start with a capital letter and end with a full stop.

- Each sentence should be clear and to the point.
- All sentences need a verb (a doing word), and these verbs must be in the correct tense and form.

TiP ToP Paragraphs

Paragraphs are a group of sentences sharing the same idea. They structure your writing to make it easier for reader to follow. Always start a new paragraph when you change the focus of your writing.



When writing about a new **TIME** period or about a different **PLACE**
When writing about a new **TOPIC** or about or as a new **PERSON**.



Key Techniques

Metaphor	figure of speech that describes an object or action in a way that isn't literally true
Simile	the comparison of one thing with another thing
Rhetorical question	a question asked in order to create a dramatic effect or to make a point rather than to get an answer.
Personification	the attribution of a human characteristics to something non-human
Alliteration	the same letter or sound at the beginning of words
Pathetic Fallacy	human emotions onto non-human objects found in nature (often the weather)
Juxtaposition	The fact of two things being seen or placed close together with contrasting effect.
Flashback	a scene in a film, novel, etc. set in a time earlier than the main story

Key Terms

Narrative voice	the perspective the story is told from
Character	a person represented in a movie, play, or story
Setting	Where the story takes place
Word Types	Noun: person place or thing Verb: an action Adjective: a describing word
Connotations	An idea or feeling created by a particular word
Clause: A part of a sentence	An independent clause: part of a sentence that makes sense by itself A dependent clause: part of a sentence which requires more information
Sentence Types	Simple sentence: a sentence containing one clause Complex sentence: a sentence with one independent clause and at least one dependent clause Compound sentence: two independent clauses joined by a semicolon or a comma and conjunction

Example:

Mount Olympus: the city of the gods. Hidden above a blanket of clouds situated in the heavens. A complex of palaces, parks and plazas housing gods and other divine creatures. An architectural wonder forged of marble; gardens, lush and flourishing with flora, as well as waterfalls gushing water into the mortal real. Sitting atop of the maze of palaces, on the peak of Olympus, was the Pantheon. The enormous halls of the gods.

