Kettlethorpe HIGH SCHOOL

Year 8

Knowledge Organiser

Booklet

Name:

_____

_____

Tutor:

_____

LABOR OMNIA VINCIT

Art | Computing | Dance & Drama | DT | English | Food H&C | Geography | History | MFL | Music | PE | RE | Science | Textiles

THINK PINK!

Capital letters

- sentence starts
- proper nouns
- the word 'I'

Commas

- to separate three or more items in a list
- use a pair of commas when you are inserting extra information in the middle of the sentence
- use after an adverbial

Before sunrise, Zac ate his breakfast.

Apostrophes

- to show that a letter or letters are missing: *I'm - haven't - don't*
- to show something belongs to something else: *The parents' meeting lasted an hour.*

1. Have you carefully reread your work?
2. Have you checked to see if you accidentally made any mistakes?
3. Are you proud of your work?

Common mistakes

There refers to a place or idea.

Their shows belonging.

They're is short for 'they are'.

use should have - not 'should of'
use could have - not 'could of'
use would have - not 'would of'

Spelling

- use the dictionary
- make sure to use subject specific vocabulary

APPLY THE RULES. BE CONSISTENT. CHECK FOR ACCURACY.

WWW - Descriptive comment on **what went well**

EBI - Descriptive comment saying your work would be **even better if**

Punctuation

colon
to introduce extra info

semi colon
to link connected sentences

exclamation mark
You only need one!

ellipsis
to leave a trailing thought...

full stop
to end a sentence

comma
to add/separate information
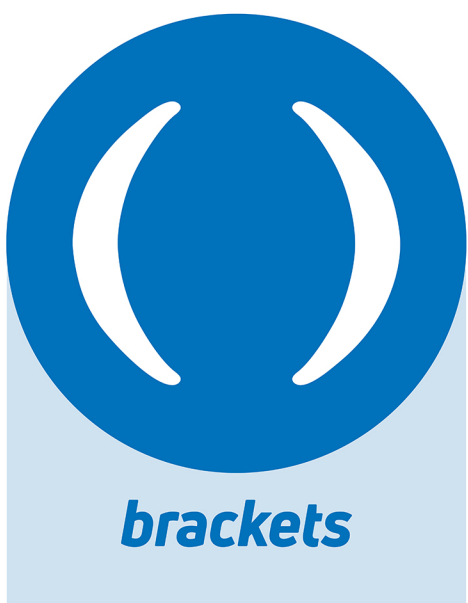
brackets
to add extra information

dash
to add/separate information

apostrophe
for omission or possession

direct speech
"Are you listening?"

single quotation marks
to include quotes
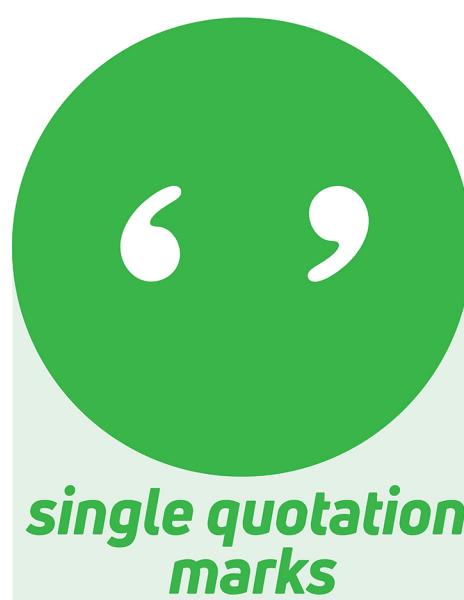
question mark
at the end of a question

Do you know your roots?

-scop-

root meaning '*to see*'

sub-

prefix meaning '*under*'

hypo-

prefix meaning '*below*'

ex-

prefix meaning '*out of*'

con-

prefix meaning '*with*'

-logy

suffix meaning '*study of*'

-graph-

root meaning '*writing*'

-bio-

root meaning '*life*'

-techn-

root meaning '*art /skill*'

micro-

prefix meaning '*small*'

-chron-

root meaning '*time*'

-phon-

root meaning '*sound*'

Identity

Fiction: Blood Brothers: who decides who we are?
Core task: language analysis- how is social class explored through a play?

Course content:
Blood Brothers including the nature v nurture debate.

Core Knowledge:
Explain what context means
Explain the following terms: inequality, social class, vulnerability
How does inequality impact Mickey's life?
Explain why Willy Russell wrote Blood Brothers
Explain who the narrator is, and why this is an important part of the play.

Non-fiction: what type of world do we want to be a part of? **Core task**: formal letter writing: why do we deserve a second chance?

Course content:
Willie Perdomo- importance of writing letters in a digital world
What makes a person?
Animal Rights and identity
British values or human values?

Core Knowledge:
What does 'formal' and 'informal' language mean?
What is the difference between 'informal' language and slang?
What does ethos, pathos and logos mean? Why are these important for my writing?
Explain what the word 'rhetoric' means and how rhetoric can make you an impressive orator.

Speaking & Listening: where does our identity come from?
Core task: speaking and listening presentation- who am I?

Course content:
You will explore what 'identity' means, including asking questions such as:
What is my identity?
To what extent can I form my own identity?
Is your identity pre-determined?
Why is inclusivity important in society when it comes to identity?

Core Knowledge:

Speaking & Listening: what is an orator? What is rhetoric?

Explain the difference between formal and informal language.

Social Justice

Fiction: Romeo & Juliet: where does injustice come from?
Core task: how does language portray desperation?

Course content:
Romeo and Juliet
Shakespearean tragedies such as Macbeth, King Lear and Julius Caesar.

Core Knowledge:

Who was William Shakespeare? How does he link with Queen Elizabeth I and King James VI? Explain act, scene, soliloquy.

What is the difference between a Shakespearean tragedy and a Shakespearean comedy?

When you quote from a text, what rules must you follow.

Non-fiction: celebrities: a beacon of light or a blight on our lives?
Core task: speech writing- are celebrities a blight on today's society?

Course content:
Human Rights
Social
Gender
Black Lives Matter

Core Knowledge:
What are the key features of a speech?
What does pathos, logos and ethos mean, and why are they important?
Explain what genre, audience and purpose means.
Can you define a noun, verb, adjective, adverb? Can you explain why choosing the correct ones is important?

Poetry: how can poetry help us understand others?
Core task: speaking and listening presentation- your favourite resistance poem.

Course content:
Search for my tongue (monologue):
Afternoons (free verse)
Limbo (free verse)
Vultures (free verse)
A Wreath for Emmett Till (sonnet)

Core Knowledge:
What is half rhyme? Give a specific example of a poem that uses this.
What is free verse? Give a specific example of a poem that uses this.

The Other

Fiction: why are humans so fascinated with darkness? **Core task**: your own gothic description.

Course content:
Gothic Anthology:
Wuthering Heights
The Woman in Black
Great Expectations
The Strange Case of Dr Jekyll and Mr Hyde
Dracula
The Tell-Tale Heart

Core Knowledge:
Can you define a noun, verb, adjective, adverb?
Can you explain the different types of narrator?
Can you explain and form metaphors, similes and personification to suit your task?
Explain the key features of the gothic genre.

Non-fiction: should we be wary of the media? **Core task**: article writing- should we fear the media?

Course content:
Loch Ness Monster
Credibility in texts
Artificial Intelligence
Technology
Black youth

Core Knowledge:
What does genre, audience and purpose mean?
Can you explain the different sentence types in English?
Explain what emotive language is- give examples of emotive (abstract) nouns, verbs, adjectives, metaphors or personification.
Explain the features of a newspaper article.

Poetry: how can poetry be used as a form of resistance? **Core task**: how can poetry be a form of resistance?

Course content:
The Raven (ballad):
 Six O'Clock News (free verse)
 Still I Rise (dramatic monologue)
 Africa (Elegy)

Core Knowledge:
Explain what free verse means.
Explain what dramatic monologue is.

The Other			Social Justice			Identity		
Fiction	Non-fiction	Poetry	Fiction	Non-fiction	Poetry	Fiction	Non-fiction	Poetry
Exhilarating - *adj.* Convention - *noun* Inevitable - *adv.* Foreboding - *adj.* Foreshadowing - *noun*	Rhetoric – *noun* Perspective - *noun* Manipulation - *noun* Structure - *noun* Rhetorical - *adj.* Bias - *noun* Anecdote - *noun* Prejudice - *noun*	Obsession - *noun* Insanity - *noun* Sporadic - *adj.* Spontaneous - *adj.* Irony - *noun* Resentment - *noun* Oppression - *noun* Ignorance - *noun*	Superior - *adj.* Inferior - *adj.* Destiny - *noun* Prologue - *noun* Antagonise - *verb* Naive - *adj.* Fragile- *adj.* Fickle - *adj.* Indecisive - *adj.* Unpredictable - *adj.* Deceit - *noun* Fate - *noun* Oxymoron - *noun*	Culture - *noun* Influence - *noun* Equality - *noun* Stability - *noun* Evidence - *noun* Contrary - *adj.* Persuade - *verb* Justice - *noun*	Perceived - *adj.* Definition - *noun* Influence - *noun* Injustice - *noun* Ignored - *adj.* Evidence - *noun;* Contrary - *adj.* Democracy - *noun*	Context - *noun* Prologue - *noun* Structure - *noun* Narrator - *noun* Innocence - *noun* Injustice - *noun* Juxtaposition - *noun* Narrator - *noun*	Justify - *verb* Influence - *noun* Validate - *verb* Persuade - *verb* Equality - *noun* Identity - *noun* Empathy - *noun* Dedicated - *adj.* Diligent - *adj.* Competent - *adj.*	Identity - *noun* Culture - *noun* Exemplify - *verb*

English@Kettlethorpe Non-fiction Writing Toolkit

Ethos ←→ **Pathos** ←→ **Logos**

Credibility and Ethics | Emotions and Feelings | Logic and Reason

The Genres

Letters
Key features
Addresses, Dear, Yours faithfully

Articles
Key features
Headline/title, variety of paragraph lengths, engaging tone

Speeches
Key features
Audience acknowledgement throughout, address other side of argument

Leaflet
Key features
Headline/title, engage with reader, range of small headings

The Purposes

Arguing
Justify a particular point of view or idea with authority and confidence

Persuading
Convince someone to behave in a certain way

Informing
Explain a particular point of view or idea with confidence

Entertaining
Written for the purposes of fun or 'light heartedness'

The KHS "Super 7"
Use a range of these to liven up your work

1. **Start with because:** <u>Because</u> of incessant obsession with 'freedom,' we've allowed this virus to spread.
2. **Some; others:** <u>Some</u> children might escape the clutches of the virus**;** <u>others</u> will not be so lucky.
3. **Use dashes for emphasis:** This virus – a deadly virus – will not stop unless we take action.
4. **Neither, nor, nor** It is <u>neither</u> caring**,** <u>nor</u> selfless**,** <u>nor</u> heroic – it's simply the height of stupidity to refuse to wear a mask.
5. **Use the more, the more, the more, the less:** <u>The more</u> we clutch, <u>the more</u> we grab, <u>the more</u> we try to hold on to the idea that we don't have to wear a mask **,** <u>the less</u> successful we will be in the fight with Covid 19.
6. **Use if, if, if, then:** <u>If</u> we continue to avoid, <u>if</u> we continue to refuse, <u>if</u> we continue to ignore**,** <u>then</u> we will eventually destroy our future.
7. **Anadiplosis for emphasis:** This refusal is <u>selfish</u> and <u>abhorrent</u> - <u>abhorrent</u> because we are killing our loved ones**,** <u>selfish</u> because we have a choice to make a difference.

Grammatical Knowledge

You should be able to use these sentence structures across all genres and purposes

1. **Listing commas:** Now is the time to claw, crawl, scrape and scrap our way out of this situation!
2. **Temporal Clauses:** After decades of appalling neglect, now is the time to act!
3. **Prepositional Phrases:** Inside my heart, I know it's the right thing to do.
4. **Although:** Although I appreciate your views, I implore you to see this another way.
5. **Unless:** Unless we reflect upon the kind of people we want to be, we will never change.
6. **Conditional 'if':** If you must insist upon being utterly ignorant, then that is your decision.

Connectives

1. **Adding:** and, also, as well as, moreover, furthermore, besides, in addition.
2. **Cause and Effect:** because, so, therefore, thus, consequently, as a result of.
3. **Comparing:** equally, in the same way, like, similarly, likewise, as with, as compared with.
4. **Contrasting:** whereas, instead of, alternatively, otherwise, unlike, on the other hand, in contrast.
5. **Emphasising:** above all, in particular, especially, significantly, indeed, notably, most of all.
6. **Illustrating:** for example, such as, for instance, as revealed by, in the case of, as shown by.
7. **Qualifying:** however, although, unless, except, if, as long as, apart from, yet, despite.
8. **Sequencing:** next, then, first, second, finally, meanwhile, after.

Figurative Language

Use metaphors and personification to 'map' from one topic to another and illustrate your point. As a useful starting point, disease, war, fire, suffocation and growth are useful starting places for this.

Example: Litter as suffocation:

To persuade people to stop dropping litter, a metaphor might be a metaphor of suffocation: As we carelessly drop each single-use plastic bag on the way home from school, we are only contributing to the slow, painful and agonising suffocation of our own homes.

Vocabulary

Positive Language:
Incredible, phenomenal, astronomical, sensational, sophisticated, stunning, triumphant, ambitious, compassionate

Negative Language:
Abysmal, appalling, cataclysmic, abhorrent, vile, disgusting, abominable, inexcusable, shameful, unedifying

English@Kettlethorpe Fiction Writing Toolkit

Ethos
Creating an authentic and believable persona

Pathos
Appealing to the reader's emotions

Logos
Grounding the scene in reality

The Tasks

Description
Using a picture, suggested title or opening line as an inspiration for a description

Narrative
Using a picture, suggested title or opening line as an inspiration for a short story

Suggested Plan
1. **Sharp opening** (single line only)
2. **Drop** the reader into the scene
3. **Zoom into** a particular object/aspect
4. **Shift** in time or mood
5. **Zoom out** and come back to the scene
6. **Sharp finish** (single line only)

Creating your persona

Hopes/Dreams
What are your character's biggest hopes and dreams?

Fears/Nightmares
What are your character's biggest fears and nightmares?

People
Who are your character's most loved/feared people? Why?

Possessions
What is your characte most treasured possession? Why?

Memories
What are your characters best/worst memories? Why?

You don't need to use all of this information, but it's brilliant to drop these things in!

The KHS "Super 7"
Use a range of these to liven up your work

1. **Start with because:** Because of one mistake, my life has never been the same.
2. **Some; others:** Some people live normal happy lives; others are destined for something altogether..
3. **Use dashes for emphasis:** My heart- my deadly, doomed heart- lurches inside of me.
4. **Neither, nor, nor:** Neither my teachers, nor my mum, nor my dad, even tried to give me a chance.
5. **Use the more, the more, the more, the less:** The more I cling to the idea of a normal life, the more I try to find love, the more I try to live like everyone else, the less it seems possible.
6. **Use if, if, if, then:** If only I had stopped, if only I had thought, if only I had paused, then things would be much different.
7. **Anadiplosis for emphasis:** In the pit of my soul, I knew it. Knew it was over. Over from the minute I took that step.

Mastery Knowledge
You should be able to use these sentence structures across all genres and purposes

1. **Listing commas:** My stomach was swelling, running, jumping and exploding all at once!
2. **Temporal Clauses:** After fifteen years, I find myself back here.
3. **Prepositional Phrases:** Deep inside my soul, it stays there even now.
4. **Although:** Although the sky is blue and the sun is shining brightly, my mind creates a different picture.
5. **Unless:** Unless I let this go, I'll never move on.
6. **Conditional 'if':** If only she had said no, I wouldn't be here now.

Connectives

1. **Adding:** and, also, as well as, moreover, furthermore, besides, in addition.
2. **Cause and Effect:** because, so, therefore, thus, consequently, as a result of.
3. **Comparing:** equally, in the same way, like, similarly, likewise, as with, as compared with.
4. **Contrasting:** whereas, instead of, alternatively, otherwise, unlike, on the other hand, in contrast.
5. **Emphasising:** above all, in particular, especially, significantly, indeed, notably, most of all.
6. **Illustrating:** for example, such as, for instance, as revealed by, in the case of, as shown by.
7. **Qualifying:** however, although, unless, except, if, as long as, apart from, yet, despite.
8. **Sequencing:** next, then, first, second, finally, meanwhile, after.

Figurative Language

Use metaphors and personification to 'map' from one topic to another and illustrate your emotions and descriptions. As a useful starting point, disease, war, fire, suffocation and growth are useful starting places for this.

Example: Unhappiness as disease:

All along, I knew it; a plague of unhappiness lurched over me like an unwanted, unpleasant stench. It engulfed me, enveloped me, and infected not only me, but those around me. And now I'm alone.

Vocabulary

Positive Language:
Beautiful, intricate, dazzling, delightful, charming, blissful, effervescent, exquisite, gorgeous, glowing, shining, harmonious, jubilant, phenomenal, wholesome

Negative Language:
Agonising, terrifying, unseemly, unsettling, insidious, intimidating, callous, obnoxious, haggard, ghastly, banal, misanthropic

English@Kettlethorpe Literary Terms Toolkit

Poetic Forms

Free verse. Free verse poetry is poetry that lacks a consistent rhyme scheme, metrical pattern, or musical form.

Epics. An epic poem is a lengthy, narrative work of poetry. These long poems typically detail extraordinary feats and adventures of characters from a distant past.

Sonnet. A sonnet is a 14 line poem, typically (but not exclusively) concerning the topic of love. Sonnets contain internal rhymes within their 14 lines; the exact rhyme scheme depends on the style of a sonnet.

Elegies. An elegy is a poem that reflects upon death or loss. Traditionally, it contains themes of mourning, loss, and reflection. However, it can also explore themes of redemption and consolation.

Ballad. A ballad (or ballade) is a form of narrative verse that can be either poetic or musical. It typically follows a pattern of rhymed quatrains. From John Keats to Samuel Taylor Coleridge to Bob Dylan, it represents a melodious form of storytelling.

Types of Narrator

Limited 3rd person	External narrator with knowledge of one character's feelings (he).
Omniscient 3rd person	External narrator- knowledge of more than one character's feelings (he).
1st person	Told from a character's perspective (I).
2nd person	Directed to the reader (you).
Unreliable narrator	When the perspective offered makes us question the narrator's credibility.

Structural Features

Atmosphere	The mode or tone set by the writer
Climax	The most intense or decisive point.
Dialogue	The lines spoken by characters.
Exposition	The start where ideas are initiated.
Denouement	The ending
Flashback	(Analepsis) Presents past events.
Flash-forward	(Prolepsis) Presents future events.
Foreshadowing	Hints what is to come.
Motif	A recurring element in a story.
Resolution	The answer or solution to conflict.
Setting	A geographical/historical moment/places.
Theme	A major idea or subject running through a text.
Shift	A switch or change of focus.
Tension	The feeling of emotional strain.
Protagonist	The leading character or one of the major characters in a play, film, novel
Antagonist	a person who actively opposes or is hostile to someone or something; an adversary

Language Features

Simile	A comparison made using the words "like" or "as."
Metaphor	A comparison – made directly or indirectly – without using "like" or "as."
Personification	Giving human characteristics to something which is not human.
Onomatopoeia	Words which attempt to imitate sounds.
Alliteration	A repetition of consonant sounds.
Plosive	"b," "p," "t" and "d" sounds – which can be harsh, aggressive or shocking.
Sibilance	Repeated "S" sounds – most often caused by "s" "ss" and "c." These can be harsh, smooth or sickly.
Assonance	A repetition of vowel sounds.
Anaphora	A repetition of words, phrases or clauses.
Juxtaposition	Two things being placed close together for contrasting effect.
Oxymoron	A figure of speech in which two contradictory things are placed together in a way which makes peculiar sense. For example, "friendly fire."
Semantic field	A set of words relating to the same topic. "Foul" and "Shot" would appear in the semantic field of sports.
Antithesis	Placing contrasting ideas together.
Ambiguity	A word, phrase or situation where there are two or more possible meanings and it is unclear which is the correct one.
Anachronism	A person or object placed in an inappropriate time.
Cliché	An overused phrase or saying
Hyperbole	Exaggeration.
Irony	A use of words to mean something very different from what they appear to mean.
Litotes	Deliberate understatement for effect – the opposite of hyperbole.
Metonymy	A related item or attribute is use to replace the word normally used. For example, "suit" used to replace businessman.
Pathetic fallacy	When a character's feelings, thoughts or emotions are displayed through the environment around them. For example, when a character is depressed and it is raining.

Sentence Types

Declarative	a sentence that makes a statement, provides a fact, offers an explanation, or conveys information
	e.g. Today it is sunny *London is the capital of England.*
Exclamative	a statement that expresses strong emotion. Typically, in English grammar, an exclamatory sentence ends with an exclamation mark
	e.g. This is ridiculous! *I am astounded by your attitude!*
Interrogative	a sentence that asks a question and ends in a question mark
	e.g. When will we learn? *How much does it cost?*
Imperative	a command or a request statement
	e.g. Get out! *Open the window.*

Word Types

Verbs: Verbs are action or state words such as: run, work, study, be, seem.

Nouns: Nouns are words for people, places or things such as: mother, town, Rome, car, dog.

Adjectives: Adjectives are words that describe nouns, such as kind, clever, expensive.

Adverbs: Adverbs are words that modify verbs, adjectives or other adverbs, such as: *quickly, back, ever, badly, away, generally, completely.*

Prepositions: Prepositions are words usually in front of a noun or pronoun and expressing a relation to another word or element, such as: *after, down, near, of, plus, round.*

Pronouns: Pronouns are words that take the place of nouns, such as: *me, you, his, it, this, that, mine, yours, who, what.*