# Kettlethorpe HIGH SCHOOL

# Year 7

# Knowledge Organiser

# Booklet

**Name:**

_____

_____

**Tutor:**

_____

LABOR OMNIA VINCIT

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

# THINK PINK!

## Capital letters

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

## 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.*

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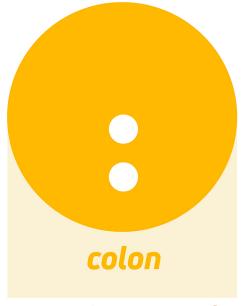use could have - not 'could of'
use would have - not 'would of'

## 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.*

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?

## 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**
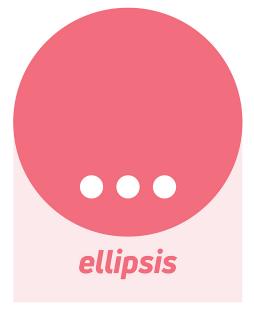
# Punctuation

**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?

Literacy LASTS...

**-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*'

# Heroes & Villains

**Fiction**: what did the Greeks ever do for us?
**Core task**: your own mythical story opening

**Course content:**
The creation story
The myth of Lycaon
Prometheus
The Iliad: Troy
Polyphemus

**Core Knowledge**:
Can you define a noun, verb, adjective, adverb?
Can you explain the different types of narrator?
How were myths used to explain creation?
Can you define metaphors, similes and personification?

**Non Fiction**: who are the most influential people in our lives?
**Core task**: article- your greatest hero.

**Course content:**
Heroes in our own lives
War and heroism
Modern heroes and times of crisis
Nature vs nurture
Sporting icons

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

**Poetry**: is heroism subjective or objective?
**Core task**: presentation- your favourite heroes and villains poem.

**Course content:**
Beowulf (epic poem)
Horse Whisperer: (free verse)
The Outlandish Knight (ballad)
Clown Punk (sonnet)
River God (dramatic monologue)

**Core Knowledge**:
Can you define a noun, verb, adjective, adverb?
Can you explain what a metaphor is?
What is free verse?
What is an unreliable narrator?
What is a dramatic monologue?
Define: epic, free verse, ballad, sonnet, dramatic monologue.

# Love & Conflict

**Fiction**: Shakespeare: is all fair in love and war?

**Core task**: language analysis- Shakespeare's worst villain.

**Course content**:
Shakespeare's tragedies
Shakespeare's comedies
Macbeth
Hamlet
A Midsummer Night's Dream
Twelfth Night

**Core Knowledge**:
Who was William Shakespeare?
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?
Explain which character was the most heinous that you have studied.

**Non Fiction**: why is love often connected to conflict?

**Core task**: speech writing

**Course content**:
Arranged marriage
LGBTQ+ movement
Winston Churchill and WWII

**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?
What are the four main sentence moods?

**Poetry**: how can poetry help us explore inner conflict?

**Core task**: how can poetry portray emotion?

**Course content**:
Valentine (free verse)
Nothing's Changed (free verse)
The Manhunt (free verse)
Shakespeare at School (sonnet)
Out of the Blue (dramatic monologue)

**Core Knowledge**:
Can you define a noun, verb, adjective, adverb?
Can you explain what a metaphor is?
What is free verse?
What is an unreliable narrator?
What is a dramatic monologue?

# Man & Nature

**Fiction**: Frankenstein: doctor or monster?
**Core task**: description of Frankenstein's laboratory

**Course content**:
Gothic Genre:

Romanticism

Frankenstein

**Core Knowledge**:
Explain the key features of the gothic genre
Explain the link between the gothic genre and
Victorian society
What was Dr Frankenstein's mistake?
In the play, where does 'evil' come from? Does evil even exist?

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**Non Fiction**: why do we need to understand our impact on nature?
**Core task**: formal letter: How should we power ourselves?

**Course content**:
Beast from the East
Earthquakes
Energy

**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.
Explain the difference between tabloid and broadsheet.

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**Speaking & Listening**: how can we use worlds to change the world?
**Presentation**: a call for survival

**Course content**:
What is an orator? What is rhetoric?
Explain the difference between formal and informal language, and which we might use in a presentation to the class.

**Core Knowledge**:
Speaking & Listening
1. What is an orator? What is rhetoric?
2. Explain the difference between formal and informal language, and which we might use in a presentation to the class.

| Myths and Legends | | | Love and Conflict | | | Man and Nature | | |
|---|---|---|---|---|---|---|---|---|
| Fiction | Non-fiction | Poetry | Fiction | Non-fiction | Poetry | Fiction | Non-fiction | Poetry |
| Myth - *noun* Legend - *noun* Protagonist - *noun* Antagonist - *noun* Intimidate -*verb* Resolution - *noun* Climax - *noun* Courageous - *adj.* Intriguing - *adj.* Ominous - *adj.* Foreshadow - *verb* | Altruistic - *adj.* Courageous - *adj* Heroic - *adj.* Resilience - *noun* Self-sacrificing – *adj* Humanitarian - *adj* Villainous - *adj.* Immoral- *adj.* Devious- *adj.* | Oppression - *noun* Vilify - *verb* Discrimination -*noun* Courageous-*adj.* Heroic - *adj.* Empathy-*noun* Idolise - *verb* | Hamartia - *noun* Catharsis - *noun* Tragedy - *noun* Society - *noun* Subvert - *verb* Exploit - *verb* Stereotype - *noun* Prejudice - *noun* Narcissism - *noun* Patriarchal - *adj.* | Orator - *noun* Rhetoric - *noun* Pathos - *noun* Injustice - *noun* Prejudice - *noun* Discrimination - *noun* Inspirational - *adj.* Courageous - *adj.* Persistent - *adj.* | Conflict - *noun* Terrorism - *noun* Ideology - *noun* Metaphor - *noun* Context - *noun* Racism - *noun* Prejudice - *noun* Discrimination - *noun* Liberate-*verb* Inhumane - *adj.* | Romanticism - *noun* Blasphemous - *adj.* Compassion – *noun.* Supernatural - *adj.* Hubris - *noun* Immortal - *adj.* Grotesque - *adj.* Vulnerable - *adj.* Monologue - *noun* | Seismic - *adj.* Treacherous -*adj.* Plummet - *noun* Apocalyptic - *adj.* | Orator - *noun* Tone - *noun* Informal - *adj* Formal - *adj.* Resilience - *noun* |

# English@Kettlethorpe Non-fiction Writing Toolkit

**Ethos**
Credibility and Ethics

**Pathos**
Emotions and Feelings

**Logos**
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'

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### 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.

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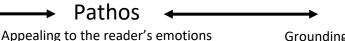
**Negative Language:**
Abysmal, appalling, cataclysmic, abhorrent, vile, disgusting, abominable, inexcusable, shameful, unedifying

# 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

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## 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*

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## 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)

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## 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!**

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

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

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## 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.

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## 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.

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## 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.

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## 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.*