

# ENGLISH

## YEAR 7 KNOWLEDGE ORGANISER

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

TEACHER: \_\_\_\_\_



**SIR THOMAS  
BOTELER**  
CHURCH OF ENGLAND HIGH SCHOOL

THROUGH GOD, WE CARE

## YEAR 7 ENGLISH CURRICULUM

2

**Half term 2:** Ghost  
Boys: empowering  
voices and challenging.

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**Half term 1:** Gothic fiction:  
writing openings: narrative  
perspective.



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WA1 assessment



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**Half term 3:** Multi-  
Cultural Poetry: identity  
and empowering voices.



WA2 assessment



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**Half term 4:** Romeo and  
Juliet: exploring  
relationships in an  
Elizabethan context.

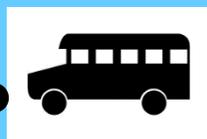


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**Half term 5:** Travel  
writing: creating  
viewpoints.



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**Half term 6:** Our Day Out:  
social class and education.



WA3 TCAT: standardised  
assessment



# GOTHIC FICTION WRITING



## Access Vocabulary

Antagonist	Protagonist	Setting	Supernatural
Atmosphere	Metaphor	Exposition	Eerie
Personification	Conventions	Morbid	Tension
Suspense	Pathetic fallacy	Viewpoint	Paranormal

## Gothic features

Haunted House	Mystery
Horrible weather	Suspense
Secrets	Supernatural events
Castle	Curses
Death	Omens
Gloomy atmosphere	Strange characters

## Perspective

**First person:** a type of narrative in which the protagonist relates their story using the first person, i.e. using the pronoun 'I'.

**Second person:** 'Second person' refers to the person or people the speaker is addressing, i.e. 'you.' This isn't normally used in narratives, you may find this used more in non-fiction e.g. travel writing.

**Third person:** Any story told in the third person, describes what other people did i.e. without using "I" or "we": "he did that, they did something else." In other words, the voice is the narrator themselves. This is a narrator who is all-seeing and knowing (omniscient).

## Weather conditions in gothic fiction

Raw	Hazy	Crisp
Bitter	Misty	Biting
Blustering	Drenched	Bleak
Tempestuous	Saturated	Chilly
Wild	Dismal	Piercing
Wuthering	Dreary	Cloudless

## Emotions that characters may feel in gothic fiction

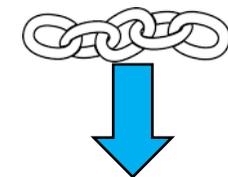
Apprehensive	Doubt
Agonising	Insecurity
Dread	Pride
Anxious	Troubled
Distressed	Bitterness
Restless	Frustration
Despair	Threat

## Words to create terror

Mysterious	Petrifying
Ominous	Unnerving
Eerie	Formidable
Spine-chilling	Daunting
Unearthly	Alarming
Uncanny	Sinister

## Words to describe gothic buildings

Decrepit	Annihilated
Demolished	Shattered
Ravaged	Withered
Desolated	Eradicated



Year 7: Ghost Boys  
Year 8: Great Expectations

Structure:		Gothic examples:
<b>Exposition</b>	The opening to the story. This section usually contains initial information about the setting, characters and time period. In this section you will use conventions to suit the genre so the reader understands what 'type' of story they are reading e.g. gothic.	The terrifying thunder pounded with an immense uproar as Faith drove her black Mercedes through the hammering rain. It bucketed eternally; the long winding roads began to flood as she travelled through the country, searching for a building to rest...
<b>Rising action</b>	In this section the conflict that will be the feature of the climax starts to be revealed. The reader may be given clues or hints towards the main event. The action will begin to rise and the reader will be keen to turn the page and continue to read!	They had ears like spears, a devils bloodcurdling tail along with 4 teeth as sharp as carving knives; almond shaped eyes. Feelings of nervousness overcome her as she climbed the stairs, careful not to slip...
<b>Climax</b>	This is the highest point of tension in the plot. This is where the conflict in your story will be focused and is the central turning point in the plot. The character may try to solve the conflict or the climax may focus solely on what the conflict is. The Exposition and Rising Action will lead up to this point and all three sections will be sequenced together.	A murderous dagger, ready to strike was created, fresh blood dripped from its sharp point. Faith quivered with fright. The vast shadowed ceiling was shaped into a snail shell spiral in which a menacing chandelier hung from the centre.



Sentence Type:	Definition:	Example:
<b>Simple sentence.</b>	<ul style="list-style-type: none"> <li>• These sentences have only one verb.</li> <li>• They can be quite short.</li> </ul>	<ul style="list-style-type: none"> <li>• Joe ran quickly.</li> <li>• Molly whispered to Isabelle.</li> <li>• The vampire demanded silence.</li> <li>• Ben tripped on the uneven floorboards.</li> <li>• Caitlin likes monsters.</li> </ul>
<b>Compound sentence.</b>	<ul style="list-style-type: none"> <li>• These sentences are two or more simple sentences joined by words such as: for, and, nor, but, or, yet, so.</li> <li>• We call these words <u>conjunctions</u>.</li> </ul>	<ul style="list-style-type: none"> <li>• Joe ran quickly <u>and</u> escaped the monster.</li> <li>• The vampire demanded silence <u>but</u> Molly whispered to Isabelle.</li> </ul>
<b>Complex sentence.</b>	<ul style="list-style-type: none"> <li>• These are sentences that have more than one verb.</li> <li>• They have more than one <i>clause (part)</i></li> <li>• They can use connectives</li> <li>• They can use -ing or -ed verbs at the beginning.</li> <li>• *** What is a clause (part)?***</li> <li>• A subordinate clause contains a subject and a verb, but it needs to be attached to a main clause because it cannot make sense on its own.</li> </ul>	<ul style="list-style-type: none"> <li>• Running towards the door, <i>Matt tripped</i>.</li> <li>• Despite not feeling confident, <i>Gertrude managed to defeat the monster</i>.</li> </ul> <p>Some example connectives: because, whenever, despite, even though, however, although, whilst, until, before, after</p>



Year 8: Othello  
 Year 9: Heroes, Noughts and  
 Crosses and Of Mice and Men

# 2 GHOST BOYS BY JEWELL PARKER RHODES

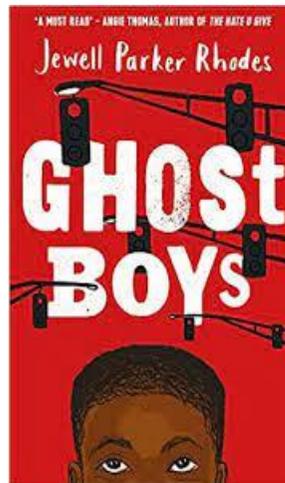
Character overview	
<b>Jerome</b>	Twelve-year-old Jerome is a black boy who was shot in the back for playing with a toy gun.
<b>Carlos</b>	Jerome's friend. Befriends Jerome's sister when he dies.
<b>Sarah</b>	The daughter of the police officer who shot Jerome. She is able to see Jerome as a ghost.
<b>Grandma</b>	Jerome's grandma. She senses Jerome's presence after he has passed.

Access Vocabulary			
unconscionable	perilous	superstition	contradicting
credibility	sentry	somber	sable
contorting	evade	denial	depression
anger	isolation	bias	acceptance

**Tamir Rice**  
 Tamir Rice, a 12-year-old African-American boy, was killed in Cleveland, Ohio, by Timothy Loehmann, a 26-year-old white police officer. Rice was carrying a replica toy gun; Loehmann shot him almost immediately after arriving on the scene.

**Flashbacks**  
 Flashbacks interrupt the chronological order of the main narrative to take a reader back in time to the past events in a character's life. In the opposite narrative direction, a flash-forward (sometimes called a prolepsis) is a sneak preview or foreshadowing of future events.

**Black Lives Matter movement**  
 Black Lives Matter is a decentralised political and social movement protesting against incidents of police brutality and all racially motivated violence against black people.



Words to describe emotions felt throughout the book:	
optimism	perilous
superstition	grief
hysterical	anger
perspective	quizzical
bleak	yearning
petrified	sorrowful

<b>Spelling / Access Vocabulary</b>	<b>You need to learn the spellings and complete the definitions Definition:</b>	<b>Using a sentence, can you link to the word to Ghost Boys.</b>
Unconscionable		
Credibility		
Contorting		
Anger		
Perilous		
Sentry		
Evade		
Isolation		
Superstition		
Somber		
Denial		
Bias		
Contradicting		
Sable		
Depression		
Acceptance		



Year 8: Relationship poetry  
Year 9: Poet laureate

# 3 MULTICULTURAL POETRY

**Context/Information:**  
You will fill these sections in during your lessons.



## Island Man:

- Based on experiences of immigration/living in another country.
- 
- 
- 



## Blessing:

- Uses religious imagery
- 
- 
- 



## The Hill We Climb:

- Read aloud at President Biden (US) Inauguration Ceremony
- 
- 
- 



## Limbo:

- Based on experiences of slave ships.
- 
- 
- 



## How to analyse:

- Quote
- Method
- Choice



- Inference 1 (situation)
- Inference 2 (feeling)
- Inference 3 (image)



## How to structure analysis:

In the poem *Island Man*, the poet describes his island as 'emerald island'. Here the poet has used the adjective 'emerald' to suggest that the speaker believes his home is like a precious jewel. It could also highlight how the speaker feels proud of the beauty he finds in the island creating a nostalgic tone. In contrast to this, the poet describes \_\_\_\_\_ as "QUOTE." Here, the poet has used the "METHOD" "CHOICE" to hint how the speaker thinks/feels/believes \_\_\_\_\_ INFERENCE \_\_\_\_\_. It could also perhaps highlight how \_\_\_\_\_ INFERENCE \_\_\_\_\_. This creates a \_\_\_\_\_ tone.

## Verbs to describe how effects are created:

Establishes	Illustrates
Creates	Demonstrates
Constructs	Connotes
Devises	Implies
Develops	Reveals
Optimises	Shows
Outlines	Represents

Access Vocabulary:	Definition:	What poem does the theme link to? <u>OR</u> Can you think of a poem where this technique is used?	Use the word in a sentence:
Accent			
Bilingualism			
Charity			
Colonialism			
Dialect			
Famine			
Identity			
Imagery			
Immigration			
Metaphor			
Neglect			
Oxymoron			
Personification			
Perspective			
Poverty			
Repetition			
Simile			
Slavery			



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# ROMEO & JULIET BY WILLIAM SHAKESPEARE



Year 8: Othello  
Year 11: Macbeth

## Key information: Elizabethan society

- Romeo and Juliet was written between 1594-96 and was one of Shakespeare's most notable tragedies.
- Romeo and Juliet is set in Verona in the 14<sup>th</sup> Century. Verona was a rich, lively cultured city but had been afflicted by violence for centuries. Political leaders clashed with religious leaders for power, status and wealth and many people were obliged to take sides.
- Society in the 16<sup>th</sup> Century was patriarchal: men were dominant and women were inferior and expected to marry as young as 12. Noblewomen would have received some education but there was little freedom in most area of life for women. Lower class women received no education and would have worked as some sort of servant.
- Elizabethan England and Renaissance Verona were badly affected by outbreaks of the painful, deadly and contagious 'black death'.
- Queen Elizabeth I provided a powerful example of a strong female in a male-dominated society, living by rules established by men. She was not representative of women in wider English society and was celebrated as an exceptional woman. She was admired by Shakespeare and led England to great wealth, prosperity and national confidence.

## Characters

<b>Romeo</b>	The son and heir of Montague and Lady Montague. A young man of about sixteen, Romeo is handsome, intelligent, and sensitive.
<b>Juliet</b>	The daughter of Capulet and Lady Capulet. A beautiful thirteen-year-old girl, Juliet begins the play as a naïve child who has thought little about love and marriage, but she grows up quickly upon falling in love with Romeo, the son of her family's great enemy.
<b>Mercutio</b>	Romeo's best friend.
<b>Friar Lawrence</b>	Priest.
<b>Benvolio</b>	Romeo's cousin.
<b>Tybalt</b>	Juliet's cousin.
<b>Nurse</b>	Juliet's nurse.
<b>Lord &amp; Lady Capulet</b>	Juliet's parents.
<b>Lord &amp; Lady Montague</b>	Romeo's parents.
<b>Paris</b>	Suitor to Juliet.

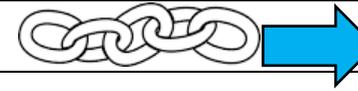


Access Vocabulary:	Definition:	Use the word in a sentence relating to the play
Tragedy		
Feud		
Context		
Patriarchal society		
Dominant/authority		
Justified		
Arranged/marriage		
Prologue		
Grudge		
Masquerade		
Fate		
Disowned		
Control		
Power		
Virtuous		
Dishonourable		
Connotation		
Quarrel		



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# TRAVEL WRITING



Year 8: Living world  
Year 9: Challenging circumstances

## PAF

**All non-fiction writing must be appropriate for the PAF:**  
**P= Purpose** (inform, entertain, persuade, advise).  
**A= Audience** (the reader/s e.g. could be aimed at a certain age group, gender, interest).  
**F = Form** (Type of text e.g. letter, brochure, article, leaflet).

## Tone

Highlights the writer's attitude/ feelings (e.g. angry, grateful) towards the subject they are writing about. Certain word choices help create the tone.

## Paragraphs

**Are your paragraphs organised logically?**  
**REMEMBER: TIPTOP**



## Sentences

<p>Simple sentence</p>	<p>The glistening snow fell on the balcony.</p> <p>Subject → fell → Verb</p>
<p>Compound sentence</p> <p><b>and, or, but, because, for, if</b></p>	<p>We walked across the beautiful Spanish sand and [we] bathed in the tranquil sea.</p> <p>Subject → Verb → Conjunction → Subject → Verb</p>
<p>Complex sentence</p> <p><b>When, as, whereas, although</b></p>	<p>As there was no-one to greet us at the hotel, we were bewildered walking through reception.</p> <p>Connective → Verb → Subject → Subject → Verb → Comma</p>

## PERSUASIVE METHODS (DAFORREST):

- **Direct Address** – Speaking directly to the audience by using the pronouns 'you' and 'yours'.
- **Alliteration** – The same letter or sound at the beginning of words that are close together in a sentence.
- **Fact** - a thing that is known or proved to be true.
- **Opinion** - a view or judgement formed about something, not necessarily based on fact or knowledge.
- **Rhetorical Question** - a question asked in order to create a dramatic effect or to make a point rather than to get an answer.
- **Repetition** - repeating the same words or phrases a few times to make an idea clearer and more memorable.
- **Emotive Language** - words or phrases that encourage a particular emotional reaction from the reader.
- **Statistics** – a fact as a number e.g. a statistic used to shock the reader.
- **Triplets** - three related words or points presented together for effect.
- **ALSO:** Superlatives e.g. *greatest, smallest, largest*

POSITIVE

VOCABULARY (CREATE THE TONE)...

NEGATIVE

**Beautiful/  
Attractive:**  
Alluring  
Graceful  
Exquisite  
Stunning  
Appealing

Elegant  
Handsome  
Charming  
Radiant  
Endearing  
Majestic  
Glistening

**Peaceful/  
quiet:**  
Tranquil  
Desolate  
Soothing  
Serene

**Confusion:**  
Perplexed  
Bewildered  
Discombobulated  
Flummoxed

**Small:**  
Miniature  
Insignificant  
Trivial  
Meagre  
Miniscule

**Destroyed:**  
Decrepit  
Demolished  
Ravaged  
Desolated  
Dilapidated  
Annihilated  
Shattered  
Withered  
Eradicated

**Emotions of  
Terror/Fear:**  
Apprehensive  
Agonising  
Dread  
Anxious  
Distressed  
Restless  
Uneasy  
Disturbed  
Troubled

**Hopefulness:**  
Optimistic  
Trusting

**Shock:**  
Stunned  
Astounded  
Aghast

**Tall/Large:**  
Colossal  
Statuesque  
Towering  
Soaring  
Altitudinous  
Significant  
Grand  
Tremendous

**Disgust:**  
Repulsed  
Revolted  
Abhor  
Detest

**Regret:**  
Remorseful  
Repentant  
Penitent  
Reflective

**Hopelessness:**  
Despondent  
Despairing  
Disconsolate  
Dispirited  
Disheartened  
Dejected



**Relief/Satisfaction  
/Thankful:**  
Reassured  
Solace  
Appreciative

Gratified  
Satisfied  
Contented  
Humbled  
Indebted

**Anger/  
Irritated:**  
Enraged  
Infuriated

Exacerbated  
Exasperated  
Outraged  
Frustrated

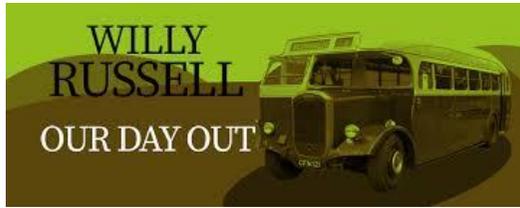
**Feelings of  
Excitement/  
Enthusiasm:**  
Exhilarated  
Enthused  
Elated  
Eager  
Motivated  
Passionate

**Other words to describe things positively:**

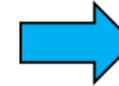
Promising	Credible	Respectable	Advantageous
Encouraging	Worthy	Dependable	Secure
Assuring	Impressive	Impeccable	Dedicated
Supportive	Remarkable	Reputable	Perfection
Successful	Reliable	Outstanding	Idyllic
Scrupulous	Ethical	Desirable	Pristine
			Immaculate

**Other words/phrases to describe things negatively:**

Unjust	Scandalous	Thoughtless
'A battle'	Alarming	Worthless
Oppressive	Concerning	Abysmal
Suppressive	Narrow-minded	Hazardous
Careless	Abominable	Insufficient
Ignorant	Deficient	Damaging
Inadequate	Dissatisfactory	Critical
Futile	Dismissive	Toxic
Basic	Neglectful	Corrupted
		Ineffective
		Distasteful



# 6 OUR DAY OUT BY WILLY RUSSELL



Year 10: Blood Brothers  
A Christmas Carol

## The playwright

Willy Russell was born in 1947 into a working-class family near to Liverpool. He left school at 15 without academic qualifications and began work. Dissatisfied with his job, he went to university and then became a teacher at a school in Liverpool. Russell wrote 'Our Day Out' in 1977 which was based on his experience while teaching at Shorefields School in Liverpool.

## Characters

Mrs Kay	A kind-hearted and generous teacher of the progress class
Mr Briggs	The deputy-head of the school who believes in very strict discipline
Colin/Susan	Young teachers who are helping support those on the trip
Carol	A thoughtful student who seems unhappy with her life in Liverpool
Andrews	A young student with a difficult home life
Linda	A girl with a bad attitude, she has a crush on Colin and clashes with Mr Briggs
Digga/Reilly	Older students who used to be in the progress class; a bad influence on the others

## Comedy/realism/satire

Russell's plays and novels are about ordinary working-class people His collection of work is funny and moving with a comic touch

## Themes

Social class  
Poverty  
Conflict  
Morality  
Nature vs nurture  
Education  
Stereotyping  
Prejudice  
Pride  
Relationships



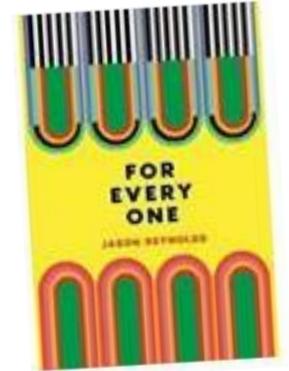
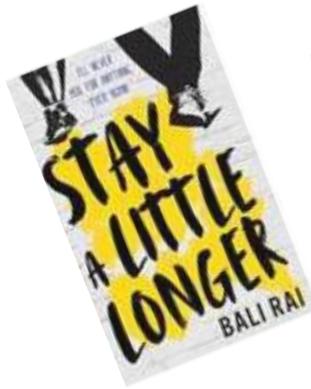
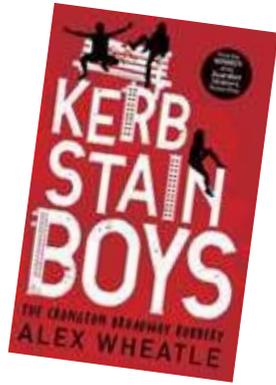
## Social, historical and political context

Escalating economic decline in the 1970s meant many had little or no income, which divided the rich and poor. This is social exclusion where people do not have access to adequate health care or education. Margaret Thatcher became the Conservative Prime Minister in 1979. One of Thatcher's central political beliefs was that success came to those who chose to work hard. Russell contradicts this view as he shows that the pupils in the class are already intended for menial, low paid jobs and have effectively been written off by society. Willy Russell would have seen the poverty and lack of aspiration first hand in his home city. Liverpool's famous docks, a traditional source of local employment, were allowed to

run down and thousands of households fell into poverty; crime levels increased; housing was allowed to deteriorate and drug use became more common.

Access Vocabulary:	Definition:	Use the word in a sentence:
Context		
Exclusion		
Deprivation		
Authoritative		
Stereo-typing		
Attitude		
Development		
Monologue		
Captivity		
Formal		
Informal		
Sympathy		
Captivity		
Techniques		
Informal		
Attitude		
Deprivation		
Exclusion		

# HAVE YOU READ?



## I HAVE READ:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

