

Year 8 - HT1 'Animal Farm' Knowledge Organiser

'Animal Farm': Knowledge Organiser		The seven commandments		Key words	
Chapter breakdown		1	Whatever goes upon two legs is an enemy.	allegory – a story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life. tyrant – someone who has total power and uses it in a cruel and unfair way. A tyranny is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way. rebellion – a rebellion is a situation in which people fight against those who are in charge of them. harvest – the time when crops are cut and collected from fields. corrupt – when people use their power in a dishonest way order to make life better for themselves. propaganda – Information that is meant to make people think a certain way. The information may not be true. cult of personality – a cult of personality is where a leader convinces people to worship him or her, and treat them like a god. treacherous – If you betray someone who trusts you, you could be described as treacherous .	
1	The animals gather to listen to old Major. He gives them a vision of a life without man.	2	Whatever goes upon four legs, or has wings, is a friend.		
2	The animals rebel and overthrow Jones. The commandments are written.	3	No animal shall wear clothes.		
3	The animals' first harvest is a success. The pigs keep the milk and apples to themselves.	4	No animal shall sleep in a bed.		
4	The Battle of the Cowshed: Jones attempts to reclaim the farm.	5	No animal shall drink alcohol.		
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.	6	No animal shall kill any other animal.		
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.	7	All animals are equal.		
7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.	Characters		biographical information 1 'Animal Farm' was written in 1945. 2 It was written by George Orwell. 3 Orwell was born in 1903. 4 'Animal Farm' was influenced by the events of World War II. 5 Orwell wanted to write about the cruel leaders of Europe during World War II. 6 'Animal Farm' is an allegory for the events of the Russian Revolution.	
8	Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.	Napoleon			
9	Boxer is sold to the knacker's yard.	Snowball			
10	The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.	Squealer			
		Boxer			

Year 8 HT2 Knowledge Organiser – Gothic Extracts & Descriptive Writing

Gothic Writing	Sentence Type	Language Techniques	Structural Techniques
Gothic characters: • Characters with high social status • Female victims threatened by a powerful male • Threatening women • Powerful, tyrannical male figures • Villains, vampires, ghosts, werewolves, ghosts, monsters Gothic settings: • Wild landscapes • Medieval style castles • Churches or abbeys • Gloomy and decayed environments • Remote, uninhabited places • Volatile and threatening weather Gothic features: • The supernatural • Death and darkness • Madness • Duality • Psychological episodes • Mystery, terror and suspense	Clause: must contain a verb and a subject - <i>She ran = subject+verb</i> Subject: performs the verb in a clause – <i>I/you</i> Object: has verb in a clause performed to it - <i>She ran <u>the tap</u></i> Phrase: a group of connected words (<i>the fluffy white dog / far too fast / has been swimming</i>) Simple sentence: contains one clause with a subject and verb – <i>the train was late</i> Compound sentence: contains two independent clauses that are related and joined with a conjunction – <i>I like coffee and she likes water</i> Complex sentence: contains one or more subordinate clause – <i>Although I enjoy Maths, English is my favourite subject</i> Sentence functions: Declarative: used to make a statement. The subject will come before the verb: The Prime Minister is in favour of banning cheese / The goat has escaped again! Interrogative: used to ask a question. The verb will come before the subject: Is the Prime Minister in favour of banning cheese? Can also use question stems: <i>who, what, where, when, why, how</i> Imperative: used to issue a command. Has no subject. <i>Put that down / Leave here at once / Don't throw paint</i> Exclamatory: used to show shock, surprise, anger. Usually start with a phrase containing what or how: <i>How fantastic!</i>	Simile: A comparison of two things using the key words like or as. <i>The world is like a stage</i> Metaphor: A direct comparison of two things which is not literal. <i>The world is a stage</i> Emotive language: Words which elicit an emotional reaction. <i>Defeated and heartbroken, the team left the pitch</i> Pathetic fallacy: When nature reflects human emotion (we often see this in the weather) <i>The sun shone in the cloudless sky as the friends were reunited</i> Imagery: Creating a mental picture for the reader through appealing to the senses (smell, touch, taste, see, hear). <i>The smell of freshly cut grass filled the air</i> Personification: the giving of human characteristics to a non-human object <i>The rain tapped against the window</i> Alliteration: the same letter or sound at the start of adjacent words <i>The books burst with magical worlds of fantasy</i>	Flashback/flash forward: set earlier or later than the main narrative Anaphora: the repetition of a word or phrase at the beginning of successive clauses – <i>Be your best everyday. Be the sunshine in the world.</i> Repetition: a word or phrase that is used more than once Chronological structure: arranged in the order of time Listing: a number of connected items written one after the other to emphasise a particular quality Upgrade your sentence type Triple noun colon: <i>Dirt, oil and grease: the boy's face was smeared with remnants of his day of toil.</i> Simile start: <i>Like an urban fox, the filthy boy rummaged desperately through the mountain of rubbish.</i> Not only but also: <i>Not only were the boy's eyes transfixed on the ground, but his face was also covered in a mixture of mud and grease.</i> Double adjective start: <i>Abject and alone, the boy peered into the distance, desperately searching for aid.</i>

Year 8 HT3 Knowledge Organiser – Refugee

Context

Author: Alan Gratz is a contemporary American author known for writing engaging historical and realistic fiction for young readers. *Refugee* was published in 2017 and quickly gained critical acclaim.

Historical Background: The novel interweaves three refugee stories from different periods:

Josef Landau: A Jewish boy fleeing Nazi Germany in the 1930s.

Isabel Fernandez: A Cuban girl escaping economic and political turmoil in 1994.

Mahmoud Bishara: A Syrian boy displaced by civil war in 2015.

Themes

Perseverance and Survival: Each protagonist faces life-threatening challenges but demonstrates resilience and resourcefulness.

Family and Sacrifice: The characters' journeys underscore the lengths families go to protect and support one another.

Injustice and Human Rights: The novel critiques systemic oppression and the failure of governments to protect vulnerable populations.

Hope and Solidarity: Despite hardships, the novel highlights moments of kindness, community, and shared humanity.

Interconnectedness of History: Gratz shows parallels between different refugee experiences, emphasizing that history often repeats itself.

Characters

Josef Landau: A brave and determined Jewish boy who takes on adult responsibilities to protect his family during their journey on the MS *St. Louis*.

Isabel Fernandez: A spirited Cuban girl who loves music and risks everything to help her family escape to the United States on a makeshift boat.

Mahmoud Bishara: A thoughtful and resourceful Syrian boy who learns the importance of visibility and taking action in the face of injustice.

Supporting Characters:

Josef's parents: His father's trauma and mother's strength reflect the toll of persecution.

Isabel's family: Her pregnant mother and father represent hope and sacrifice.

Mahmoud's family: His younger brother's innocence and his parents' determination add emotional depth.

Structural Features

Multiple Narratives: The novel alternates between Josef, Isabel, and Mahmoud's stories, creating a sense of unity across time and space.

Short Chapters: This format keeps the pace brisk and maintains reader engagement.

Parallelism: Similar events and themes across the three stories highlight historical patterns and universal experiences.

Cliffhangers: Gratz frequently ends chapters on tense moments, compelling readers to keep turning the pages.

Chronological Shifts: The storylines progress concurrently but in distinct historical periods, converging symbolically in the final chapters.

Plot Summary

Josef's Story (1938): Josef and his family flee Nazi Germany aboard the MS *St. Louis*. Despite initial hope, they face rejection by countries they seek asylum in, leading to tragic consequences.

Isabel's Story (1994): Isabel and her family leave Cuba in a fragile boat, enduring storms and loss. Their journey to Florida is fraught with danger but driven by hope for a better future.

Mahmoud's Story (2015): Mahmoud's family escapes the Syrian Civil War, traveling through Turkey, Greece, and Europe. They encounter both hostility and kindness, illustrating the complexities of modern refugee experiences.

Connections: In the final chapters, the stories converge symbolically as Mahmoud meets a character linked to Josef, tying the narratives together and underscoring the continuity of refugee struggles.

Techniques

Imagery: The use of vivid and descriptive language to create sensory experiences for the reader.

Symbolism: The use of objects, elements, or recurring motifs to represent larger ideas. For instance, water symbolizes both danger and the possibility of salvation throughout the novel.

Dialogue: Conversations between characters that reveal their emotions, relationships, and cultural contexts. **Juxtaposition:** Placing contrasting ideas, scenes, or characters close together to highlight differences.

Foreshadowing: Hinting at future events in subtle ways to build tension and anticipation.

Y8 HT4 Non-Fiction Writing

Language technique	Definition	Example
Repetition	Where a word or phrase is repeated for a particular effect.	The boys were lost. Their friends were lost, their families were lost.
Rhetorical question	A question asked in order to create a dramatic effect or to make a point rather than to get an answer.	What else could you wish for?
Alliteration	The repetition of the same letter or sound at the beginning of adjacent or closely connected words.	The beating of the drum made a callous cacophony which moved through the trees.
Emotive language	Words or phrases that create a certain emotion in your reader.	Desperate and alone, they cried out for help.
Facts	A statement that is known or proved to be true.	The sun will rise in the morning and set in the evening.
Opinion	A view or judgement formed about something, not necessarily based on fact or knowledge.	On the island, he preferred the beach to the trees.
Anecdote	A short amusing or interesting story about a real incident or person, which is used to support your idea.	The English teacher told the class about their experience of reading Lord of the Flies for the first time...
Statistics	A true fact which is supported by numerical data.	97% of students said that English was their favourite subject.
Rule of three/triple	The use of three adjectives to add more impact.	The class were cool, calm and collected.

Letter	Article	Speech	Opening ideas	Structure
• The use of addresses & date • A formal mode of address e.g. Dear Sir/Madam or a named recipient • Effectively/fluently sequenced paragraphs • An appropriate mode of signing off: Yours sincerely/faithfully.	• Broadsheet = formal/Local or tabloid = informal • A clear and original title • A strapline & subheadings • An introductory paragraph • Effectively sequenced paragraphs.	• A clear address to an audience • Effective/fluently linked sections to show sequence • Indicators that an audience is being addressed	• Controversial statement. • Get the reader to put themselves in a situation through direct address. • Ask them a question. • A bold statement using a triple. • Start with an anecdote. • Repeat a word or phrase.	• Engaging opening idea. • Powerful end to writing. • A carefully chosen and crafted order of ideas. • Use of effective discourse markers. • Coherent and cohesive line of argument.

Connectives/Discourse Markers

Position

At the start
Firstly
Secondly
Thirdly
Next
Meanwhile
Subsequently
Finally
In conclusion

Emphasis

Importantly
Significantly
In particular
Addition
Furthermore
Additionally
In addition
As well as

Contrast

Although
Whereas
Otherwise
Alternatively
Nevertheless

Y8 HT5 *The Tempest* – William Shakespeare - Knowledge Organiser

Key Information Genre: <i>The Tempest</i> is a comedy because it ends with a marriage. Setting: The play is set on a magical island, home to mystical beings. Protagonist: Prospero is the main character and drives the narrative. Key Characters Prospero: - Former Duke of Milan, overthrown by his brother Antonio. - Possesses magical powers through a spell book and staff. - Seeks revenge for his brother's betrayal but learns forgiveness. - Protective father to Miranda. - Uses power to control others and maintain order. Miranda: - Prospero's daughter, raised on the island. - Proposes to Ferdinand, making her the future Princess of Naples. - Can be considered powerful and doesn't always listen to her father. Ariel: - Prospero's loyal servant who possesses magical powers. - Freed by Prospero from Sycorax's imprisonment in a tree. - Symbolises hope, forgiveness, and humanity. Caliban: - Son of Sycorax, the island's previous ruler. - Teaches Prospero and Miranda about the island. - Enslaved by Prospero after attempting to harm Miranda. - Symbolises the oppression of native cultures by European colonists. Antonio: Prospero's treacherous brother who overthrew him. Sebastian: Alonso's brother, who conspires with Antonio to murder Alonso. Alonso: The King of Naples. Gonzalo: A kind and loyal character who tries to help others. Trinculo & Stephano: Become Caliban's new masters and conspire to murder Prospero and take control of the island.	Themes and Concepts Power and Control: - Prospero uses magical, familial, and political power to dominate others. - Reflects Jacobean ideas of status and authority. - The Great Chain of Being: Prospero is at the top, like God. Revenge and Forgiveness: - Prospero's desire for revenge stems from Antonio's betrayal. - Ariel helps Prospero recognize the importance of forgiveness. - Prospero ultimately forgives Antonio, Caliban, and others. Colonialism: - Caliban symbolises oppressed native cultures. - Prospero's domination of the island reflects European colonial attitudes. Patriarchy: - Jacobean society was patriarchal; fathers like Prospero held control over their daughters. Magic and Supernatural: - Magic drives the plot and represents both power and emotional conflict. - James I's interest in witchcraft influences the portrayal of magic.	Key Terms Epilogue: A closing section of the play where Prospero forgives his enemies, addresses the audience, and asks for their forgiveness. Rhyming Couplets: The epilogue is written in this poetic form. Juxtaposition: The placement of contrasting ideas or themes close together to highlight their differences, e.g., Ariel's loyalty compared to Caliban's resentment. Semantic field: A group of related words used to emphasise themes or ideas, e.g., <i>The Tempest</i> uses words related to magic and nature to reinforce the mystical atmosphere. Symbolism: The use of symbols to represent larger ideas. For example: Prospero's staff symbolises his magical power. The storm (tempest) represents chaos and Prospero's anger.. Imperative Language: Words or phrases that give commands, orders, or requests, often used to influence or control others. In <i>The Tempest</i>, Prospero uses imperative language in the epilogue when he asks the audience to forgive him and "set me free." Connotations: The feelings or ideas that a word or phrase suggests beyond its basic meaning. For example, the word "tempest" connotes danger, chaos, and conflict in the play,, adding emotional depth to the story.
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Y8 HT5 *The Tempest* – William Shakespeare - Knowledge Organiser

Key Quotations "Hag-seed, hence! Fetch us in fuel, and be quick." – <i>Prospero, Act 1, Scene 2</i> <i>Prospero commands Caliban harshly, reflecting his authority and lack of respect for him.</i> "Thou shalt be as free as mountain winds; but then exactly do all points of my command." – <i>Prospero, Act 1, Scene 2</i> <i>While promising freedom, Prospero underscores that it is conditional on Ariel's obedience.</i> "Be not afeard; the isle is full of noises, sounds and sweet airs..." – Act 3, Scene 2 <i>Caliban expresses a connection to the island, showing his claim to power through nature..</i> "The rarer action is in virtue than in vengeance." – <i>Prospero, Act 5, Scene 1</i> <i>A reflection on overcoming anger with forgiveness.</i> "I'll break my staff, bury it certain fathoms in the earth, and deeper than did ever plummet sound, I'll drown my book." – <i>Prospero, Act 5, Scene 1</i> <i>Symbolising Prospero's choice to relinquish his anger and magical power in favour of forgiveness.</i> "How beauteous mankind is! O brave new world that has such people in't!" – <i>Miranda, Act 5, Scene 1</i> <i>A hopeful reflection that mirrors the play's theme of forgiveness.</i> "As you from crimes would pardoned be, let your indulgence set me free." – <i>Prospero, Epilogue</i> <i>Power shifts from Prospero to the audience, symbolising his release of control.</i>	Powerful Prospero Prospero is the most powerful character in <i>The Tempest</i>, and Shakespeare uses him to explore ideas about control, revenge, and forgiveness. Prospero has magical powers that let him control the island and the people on it. With his spell book and magic staff, he can create storms, command spirits like Ariel, and change events. This magic shows how powerful he is but also warns how dangerous power can be if it's used to get revenge. Before coming to the island, Prospero was the Duke of Milan, but his brother Antonio betrayed him and took his place. On the island, Prospero becomes the leader and controls Ariel, Caliban, and even his daughter Miranda. He often uses threats to make sure they obey him, like when he warns Ariel about punishment or treats Caliban like a slave. At first, Prospero wants revenge on those who betrayed him, but by the end of the play, he learns that forgiveness is more important. He decides to forgive his brother Antonio and lets go of his anger, even giving up his magic to live a peaceful life. Through Prospero, Shakespeare teaches us that revenge can take over a person, but forgiveness is stronger and better. He also shows that power can be a beneficial or detrimental depending on how it's used—selfish use of power hurts others and yourself. Prospero's treatment of Caliban also reflects how European colonisers treated native people who were forced to give up their land and freedom, raising questions about racial discrimination and fairness. Shakespeare shows that true greatness isn't about controlling others but about kindness, forgiveness, and knowing when to let go of power.	Jacobean The Jacobean era is the period in English history when King James I ruled, from 1603 to 1625. This was right after Queen Elizabeth I's reign. The time is called "Jacobean" because "Jacobus" is the Latin form of James. It was a time when ideas about kingship, power, and order were very important to people. King James I believed in the idea of the "Divine Right of Kings." This meant he thought God had chosen him to be king, so he had absolute power and no one could question his authority. James I wanted to be a strong ruler who kept order and made sure everyone obeyed the laws. This belief influenced the way people thought about power and leadership at the time. Shakespeare's play <i>The Tempest</i> was written during the Jacobean era, and many of its themes reflect ideas that were important in Jacobean times. For example, the play explores power, control, and order—things that King James I cared deeply about. Prospero's control over the island and its people can be seen as a symbol of a king's power to rule and keep peace. King James was also very interested in magic and witchcraft. He even wrote a book called <i>Daemonologie</i> about witches and magic, believing they were real threats. That's why Shakespeare included magical elements in <i>The Tempest</i>, like Prospero's spells and the spirit Ariel. The play reflects James's fascination with magic but also shows the dangers of using power irresponsibly.
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Language Techniques	Definition	Example
Oxymoron	When a phrase is put together by two ideas which contradict one another.	‘look at what the lord has made. above Missouri, <u>sweet smoke</u> ’.
Personification	Describing an inanimate object as having human feelings.	‘Just like hopes springing high, Still I'll rise’
Metaphor	A descriptive technique that names a person, thing or action as something else.	‘let bullets be birds, let cluster bombs burst into flocks’
Simile	A descriptive technique that compares one thing with another, usually using 'as' or 'like’.	‘Bent double, like old beggars under sacks’
Interrogative	A sentence that questions something.	‘Did you want to see me broken?’
Exclamatory	A sentence that expresses a heightened emotion. They end with an exclamation mark	‘Gas! GAS! Quick, boys!’
Listing	When the writer includes several words/ phrases/ ideas, one after the other.	‘we are families biking, recycling, reusing...’
Repetition	When a word/ phrase is noticeably repeated throughout a sentence/ paragraph/ whole text.	Mister Backlash, Mister Backlash, What do you think I got to lose?
Imagery	A technique in which the author appeals to the senses i.e. seeing, hearing, touching.	‘Smouldering through spouts of drifting smoke that shroud The menacing scarred slope.

Structural Features	Definition
Opening	The first mood/ image of the poem.
Cyclical	When end of the poem repeats an idea/ character/ setting from the opening.
Stanza	A ‘paragraph’ in a poem.
Enjambment	A sentence or phrase that runs onto the next line.
Juxtaposition	Two ideas/ images placed together for contrasting effect.
Speaker	The narrator, or person in the poem.
Caesura	A pause near the middle of a line in the poem
Refrain	A phrase, line or group of lines which is repeated throughout a poem.

Word class	Definition	Example
Verb	A verb is a word or set of words that shows action (<i>runs, is going, has been painting</i>); feeling (<i>loves, envies</i>); or state of being (<i>am, are, is, have been, was, seem</i>)..	‘The barrage <u>roars</u> and <u>lifts</u> ’.
Adverb	An adverb labels how, when or where something happens (and they often end in ‘-ly’).	‘an air-raid siren can’t <u>fully</u> mute the cathedral bells’
Noun	Nouns are names, places and things; they also signify imagined things like ‘a ghost’; and ideas or concepts, such as ‘love’, ‘guilt’ or ‘fate’.	‘That lucid, sleepy <u>lagoon</u> lounging against the <u>sunrise</u> ’
Pronoun	Words used instead of a noun i.e. ‘he’, ‘she’, ‘they’, ‘it’.	
Adjective	An adjective is a describing word or phrase that adds qualities to a noun. It normally comes before a noun, or after verbs like ‘am’, ‘is’, ‘was’, ‘appears’ or ‘seems’.	Of <u>vile, incurable</u> sores on <u>innocent</u> tongues
Preposition	Prepositions are short words and phrases that give information about place, time and manner	‘In all my dreams before my helpless sight’
Themes		Explanation
Racism		Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, <i>typically one that is a minority or marginalized</i> .
Sexism		Sexism is linked to beliefs around the fundamental nature of women and men and the roles they should play in society, leading to inequality.
Conflict		A conflict is a struggle and a clash of interest, opinion, or even principles. This result in physical confrontations and lead to war, or may remain as a disagreement of ideas or beliefs expressed other ways such as argument, debate and protest.
Environmentalism		Environmentalism advocates the preservation, restoration and improvement of the natural environment and critical earth system elements or processes such as the climate, and may be referred to as a movement to control pollution or protect plant and animal diversity.
Protest		s a public expression of objection, disapproval or dissent towards an idea or action Protests can take many different forms, from individual statements to mass demonstrations. Protests can be nonviolent or can become violent

Context
The Second Boer War (11 October 1899 – 31 May 1902), was a conflict fought between the British Empire and the two Boer Republics (the South African Republic and the Orange Free State) over the Empire's influence in Southern Africa from 1899 to 1902.
World War I W began in 1914 after the assassination of Archduke Franz Ferdinand of Austria. Thanks to new military technologies and the horrors of trench warfare, World War I saw unprecedented levels of carnage and destruction. By the time the war was over and the Allied Powers claimed victory, more than 16 million people—soldiers and civilians alike—were dead
1960s Civil Rights The civil rights movement was a struggle for social justice that took place mainly during the 1950s and 1960s for Black Americans to gain equal rights under the law in the United States. The Civil War had officially abolished slavery, but it didn’t end discrimination against Black people—they continued to endure the devastating effects of racism, especially in the South
Vietnam War was a long, costly and divisive conflict that pitted the communist government of North Vietnam against South Vietnam and its principal ally, the United States. The conflict was intensified by the ongoing Cold War between the United States and the Soviet Union. More than 3 million people (including over 58,000 Americans) were killed in the Vietnam War, and more than half of the dead were Vietnamese civilians.
Black Lives Matter and Ferguson On August 9, 2014, police officer Darren Wilson shoots and kills Michael Brown, an unarmed Black teenager, in Ferguson, Missouri, a suburb of St. Louis. Protests and riots ensue in Ferguson and soon spread across the country. Brown's name, the phrase "Hands up, don't shoot" and the very mention of Ferguson quickly entered the lexicon of the growing Black Lives Matter movement.
Ukrainian Conflict An ongoing conflict between Russia and Ukraine, mainly revolving around historic land disputes. Whilst there have been multiple isolated incidents in this conflict, the most recent is the 2022 invasion by Ukraine, which has been internationally condemned by the world’s governments for its increasing targeting of civilians. Russia currently faces unprecedented economic sanctions from around the world as a consequence.