

YEAR 7 SPRING TERM KNOWLEDGE ORGANISER:

FINDING MYSELF

POETRY AND NON-FICTION

Understanding Poetry

Stanza

A group of lines in a poem.

THE WRITER OF THIS POEM

By Roger McGough

The writer of this poem
Is taller than a tree
As keen as the North Wind
As handsome as can be

As bold as a boxing-glove
As sharp as a nib
As strong as scaffolding
As tricky as a fib

As smooth as lolly-ice
As quick as a lick
As clean as a chemist-shop
As clever as a tick

The writer of this poem
Never ceases to amaze
He's one in a million billion
(or so the poem says!)

Rhyme Scheme

The pattern / order
of rhyming words in
a poem. This
example follows

ABAB

Other Types of Poetry

Acrostic

Stars up in the sky
They sparkle with love
All so glorious
Radiant above.

Haiku

An Old Pond

old pond.....
a frog leaps in
water's sound

Understanding Letters

Your Address

Date

Their Address

Dear ...,

Introduction: A Hellish World

Main Body: Our Reality

Conclusion: A Heavenly World

Yours faithfully, ...
OR
Yours sincerely, ...

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Universal Themes

Love



Hope



Compassion



Big Ideas

Pride

Dignity or self-respect **AND** a feeling or deep pleasure or satisfaction when you have done something well.



Empathy

To be able to understand and share in the feelings of another person.



Inclusivity

Providing equal access to opportunities and resources for everyone, especially those who might be excluded.



Prejudice

An unfavourable opinion or dislike formed without examining the facts fairly.



Tolerance

Willing to accept other people's behaviour and opinions even if you do not agree with them.



Self-Esteem

Having confidence in your own worth or abilities; self-respect.



Context – We must understand the influences of the world we live in when examining texts.

Understanding what we are Studying

- These writers are from different times and places. They use poetry and language to present experiences and explore meaningful issues.
- The natural world is an incredible wonder that inspires us all.
- It is important to be proud of what we achieve for yourself and what we can do to help others.

Roger McGough

He is an English poet, performance poet, broadcaster, children's author and playwright.

His poems have a brilliant knack for taking things we recognise – places, people, situations – and giving them a spin so that we see them in new ways.



Emily Dickinson

She was an American poet. She is regarded as one of the most important figures in American poetry.

Dickinson was born in Amherst, Massachusetts, into a prominent family with strong ties to its community.



In her poem, *Hope is the Thing with Feathers*, she compares hope to a bird; it is always present in the soul, perched and singing. Although hope fights for us, it never asks anything in return.

Benjamin Zephaniah

He was a British poet, actor, musician and professor of poetry and creative writing.

In his work, he drew on his lived experiences of racism and his Jamaican heritage.



In his poem, *We Refugees*, he reflects on the process of becoming a refugee, stating that it can happen to anyone.

John Agard

He is a Guyanese poet, playwright and children's writer.

He worked for the Commonwealth Institute promoting Caribbean culture.



In his poem, *Windrush Child*, a young boy is waving goodbye to all he's ever known. He and his parents are stepping into an adventure across the ocean in search of something new.







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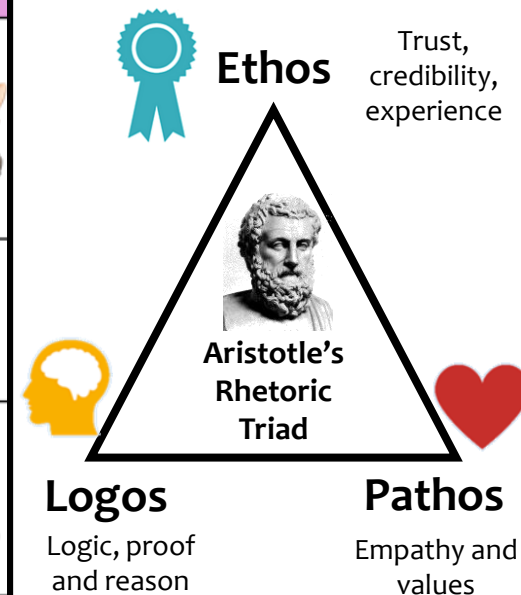
TECHNICAL ACCURACY & KEY DEVICES

'WORLD' – OUR PERSUASIVE WRITING STRUCTURE



Part	Key Features
INTRODUCTION: A HELLISH WORLD 	<ul style="list-style-type: none"> Your introduction begins your persuasive piece Use an 'imagine' sentence to put your reader in a hellish world Include pathos: emotive language and rhetorical questions Finish with your opinion on the topic
MAIN BODY: OUR REALITY 	<ul style="list-style-type: none"> Your main paragraphs should include a problem, example and a solution You are aiming for three main paragraphs Begin with a topic sentence to establish the problem Include ethos, logos and pathos Use real-world examples End with a concluding sentence that gives a solution
CONCLUSION: A HEAVENLY WORLD 	<ul style="list-style-type: none"> Your conclusion ends your persuasive piece Use a 'now imagine' sentence to put your reader into a heavenly world Include pathos Finish with your final opinion on the topic

Device / Feature

Imagery Metaphors, similes, symbols 	Alliteration Repeated sounds at the beginning of successive words  CUDDLING CATS
Metaphor Describing something by stating it is something else 	Personification Giving living qualities to something non-human 
Simile Comparing something to something else: 'as', 'like' 	Direct Address Speaking directly to the audience / reader 'you' 









Punctuation

Apostrophes To show that letters are missing in a word To show possession 	Commas - Separating three or more items in a list - After a fronted adverbial - Before and after a subordinate clause (like brackets) - After subordinate clauses and phrases that begin a sentence 
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Common Homophones

 The	 a	 There
 Your	 a	You're
 Its	 It's	
Which	 Witch	

Word Classes

Adjective Describes a noun or pronoun. Blue / young / powerful 	Adverb How, when or where something happens. Furiously / yesterday / here 	Preposition Where something is; the time, direction or cause of something. On / under / above 	Pronoun Words that replace nouns or noun phrases. She / he / they 	Noun Person, place, thing, idea or state of being. Manchester / cat / love 	Verb An action or state of being. Jump / write / be 
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