

YEAR 9 SPRING TERM KNOWLEDGE ORGANISER:  
OUR WORLD  
POETRY AND NON-FICTION

Understanding Poetry

Stanza

A group of lines in a poem.

Flag by John Agard

What's that fluttering in a breeze?  
It's just a piece of cloth  
that brings a nation to its knees.

What's that unfurling from a pole?  
It's just a piece of cloth  
that makes the guts of men grow bold.

What's that rising over a tent?  
It's just a piece of cloth  
that dares the coward to relent.

What's that flying across a field?  
It's just a piece of cloth  
that will outlive the blood you bleed.

How can I possess such a cloth?  
Just ask for a flag, my friend.  
Then blind your conscience to the end.

Rhyme Scheme

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

Enjambment

The continuation of  
a sentence onto the  
next line without  
punctuation.

Caesura

A break or pause in a line of  
poetry shown by punctuation.

Rhyming Couplet

A rhyming pair of successive  
lines (lines that follow on  
after each other).

Understanding Articles

Headline

Introduction: A Hellish World

Subheading

Main Body: our reality

Paragraph One

Subheading

Main Body: our reality

Paragraph Two

Subheading

Main Body: our reality

Paragraph Three

Conclusion: A Heavenly World

# YEAR 9 SPRING TERM KNOWLEDGE ORGANISER:

## OUR WORLD

### POETRY AND NON-FICTION

#### Universal Themes

##### Love



##### Suffering



##### Good vs Evil



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

##### Critical Theory:

A critical theory is a lens that scholars use when reading a text.

E.G. Marxism and capitalism, displacement, the panopticon, nihilism, otherness, critical race theory, heteronormativity and critical gender theory.

#### Big Ideas

##### Demonisation

The act or process of portraying something / someone as wicked and threatening.



##### Identity

The fact of being who a person is / what they are made up of (background, culture, family).



##### Inclusivity

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



##### Representation

The description of someone / a group of people in a particular way.



##### Tolerance

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



##### Social Division

Divisions in society associated with social groupings, often causing conflict, inequality and disadvantage.



##### Otherness

Otherness is a critical theory that investigates the presentation of 'others' ('them') by the dominant group ('us') to perpetuate (continue) a single story about 'others' / 'them'.

'Otherness' uses real or imagined differences as a tool to stigmatise, discriminate and stereotype.



##### Critical Race Theory & Eurocentrism

Critical race theory investigates how people are portrayed and represented based on their race (physical characteristics) and ethnicity (where people are from).

Eurocentrism explores how Europe has shaped world history from a European perspective, often meaning that it is biased and excludes a wider world view.



**Pronunciation:** euro / sen / tr / ism

##### Heteronormativity

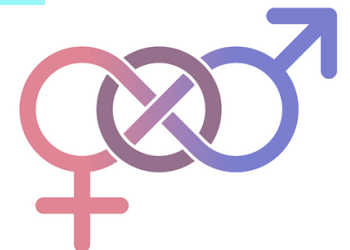
A worldview that promotes heterosexuality as the normal, natural and preferred sexual orientation. It assumes that everyone is heterosexual unless they state otherwise.



**Pronunciation:** hetero / norm / a / tiv / ity

##### Critical Gender Theory

Critical gender theory examines how people are portrayed and represented based on the characteristics that are stereotypically associated with their gender (masculinity and femininity).













# YEAR 9 SPRING TERM KNOWLEDGE ORGANISER: OUR WORLD

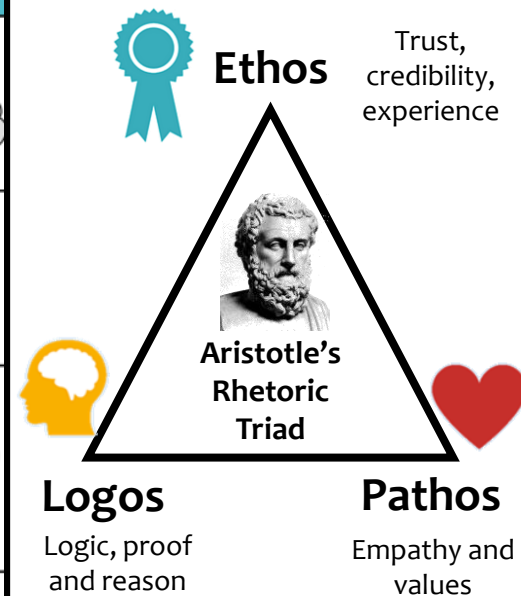
## TECHNICAL ACCURACY & KEY DEVICES

### 'WORLD' – OUR PERSUASIVE WRITING STRUCTURE

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

### Device / Feature



<b>Imagery</b> <b>Metaphors, similes, symbols</b> 	<b>Pathetic fallacy</b> <b>Giving human emotions to something non-human (usually nature)</b> 
<b>Metaphor</b> <b>Describing something by stating it is something else</b> 	<b>Personification</b> <b>Giving living qualities to something non-human</b> 
<b>Simile</b> <b>Comparing something to something else: 'as', 'like'</b> 	<b>Hyperbole</b> <b>Exaggeration</b> 
<b>Symbolism</b> <b>Objects, colours, sounds, places</b> 	<b>Direct Address</b> <b>Speaking directly to the audience / reader 'you'</b> 
<b>Sensory language</b> <b>Five senses</b> 	<b>Juxtaposition</b> <b>Contrasting ideas / images</b> 



### Common Homophones

The  The   
They're

Your  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

