

English



Year 9 Knowledge Organisers

Year 9 - English Knowledge Organiser

Dystopian Fiction - Narrative Writing



KEY TERMS:

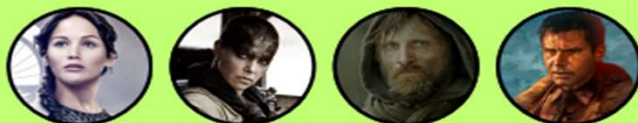
Genre: The word 'genre' comes from the Latin 'genus' which means 'kind'. So to ask what genre a text belongs to is to ask what kind of text it is.
Utopia: Sir Thomas More, who coined the term, meant it as a pun on both the Greek words 'no place' - 'outopos' and 'good place' - 'eutopos'.
Dystopia: If 'utopia' represents an ideal or dream society, 'dystopia' is the word used to refer to an imagined nightmare world which is usually the world of the future.
Totalitarianism: a political ideology in which all power is placed in the hands of a small minority or an individual.

CONVENTIONS OF A DYSTOPIA:

Propaganda is used to control the citizens of society.
 Information, independent thought and freedom are restricted.
 A leader/concept is worshipped by the citizens of the society. Citizens have a fear of the outside world.
 Citizens live in a dehumanized state.
 Citizens conform to uniform expectations.
 Individuality and dissent are bad because personal freedoms are limited.
 The society is an illusion of a perfect utopian world.

A DYSTOPIAN PROTAGONIST:

- Often feels trapped and is struggling to escape
- Questions the existing social and political systems and attempts to rebel but in a way that is still morally acceptable
- Believes or feels that something is terribly wrong with the society in which he or she lives.
- Lacks the selfish nature of those in charge



DYSTOPIAN SETTINGS:

In a Dystopian story, society itself is typically the antagonist as society is actively working against the protagonist's aims and desires.

The worlds depicted are often controlled by a totalitarian or authoritarian government.

Dystopian fiction often explores issues such as the loss of civil liberties; living under constant surveillance; laws controlling a people's freedoms and choices; and denial of the right to an education. Dystopias are often thought to be 'cautionary tales' but are also used to explore the ideas of what is to be human.

EXAMPLES:

- Futuristic, industrial cities Destroyed natural habitat with little connection to nature
- High levels of surveillance
- Environments and weather that creates a strong sense of oppression or constraint

"The dystopian writer presents the nightmare future as a possible destination of present society, as if dystopia were no more than a logical conclusion derived from the premises of the existing order". Chris Ferns, Narrating Utopias

"The moral to be drawn from this dangerous nightmare situation is a simple one: Don't let it happen. It depends on you". George Orwell, Statement on Nineteen Eighty-Four

"Kindness and good nature unite men more effectually and with greater strength than any agreements whatsoever, since thereby the engagements of men's hearts become stronger than the bond and obligation of words." Thomas More, Utopia

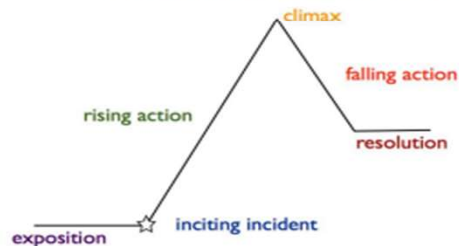
LANGUAGE DEVICES:

metaphor: a figure of speech which is not literal e.g. the moon was a polished disk of silver
personification: giving human characteristics to something not human e.g. winter played its icy fingers on the trees
tone: the attitude or mood of the text e.g. an aggressive tone, a depressed tone
noun phrase: a group of words doing the same job as a noun e.g. "the ancient house near the river" not just "house"
alliteration: repeating the same consonant sound at the start of words e.g. broken battered boats in the bay
oxymoron: a phrase where the two ideas seem to contradict each other e.g. massive dwarf, tiny giant, dark light.
sentence type: declarative (statements), interrogative (questions), imperative (orders/requests), exclamative (What a goal!)

STRUCTURAL TERMS:

foreshadowing: when the text gives hints or warnings of what will come later
tension: creating an emotional strain for the reader
suspense: anxiety about what will happen next
contrasts: parts of the text contrasting with other parts
opening/middle / ending: being able to discuss the choices a writer has made in structuring their text
focus: the main topic at any given part of the text e.g. the focus in the opening is on the gloomy setting

Freytag's Pyramid



Vocabulary List

Dystopia,
 Utopia,
 Power,
 Control,
 Authoritarian,
 Equality,
 Inequality,
 Societal unrest,
 Democracy,
 Draconian,
 Totalitarian,
 Regime,
 Dictatorship,
 Omnipresent,
 Omnipotent,
 Socialism,
 Capitalism,
 Repressed,
 Surveillance,
 Paranoia,
 Allegory,
 Motif,
 Slogan,
 Ideology,
 Belief,
 Manipulation,
 Propaganda,
 Censorship,
 Constraint,
 Innocence,
 Experience,
 Identity,
 Loyalty,
 Perspective
 Distrust,
 Dissent,
 Placid,
 Benevolent,
 Malevolent

YEAR 9 Animal Farm KO

Chapter breakdown		The seven commandments	Key words
1	The animals gather to listen to old Major. He gives them a vision of a life without man.	1 Whatever goes upon two legs is an enemy.	<p>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.</p> <p>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.</p> <p>rebellion – a rebellion is a situation in which people fight against those who are in charge of them.</p> <p>harvest – the time when crops are cut and collected from fields.</p> <p>corrupt – when people use their power in a dishonest way order to make life better for themselves.</p> <p>propaganda – Information that is meant to make people think a certain way. The information may not be true.</p> <p>cult of personality – a cult of personality is where a leader convinces people to worship him or her, and treat them like a god.</p> <p>treacherous – If you betray someone who trusts you, you could be described as treacherous.</p>
2	The animals rebel and overthrow Jones. The commandments are written.	2 Whatever goes upon four legs, or has wings, is a friend.	
3	The animals' first harvest is a success. The pigs keep the milk and apples to themselves.	3 No animal shall wear clothes.	
4	The Battle of the Cowshed: Jones attempts to reclaim the farm.	4 No animal shall sleep in a bed.	
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.	5 No animal shall drink alcohol.	
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.	6 No animal shall kill any other animal.	
7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.	7 All animals are equal.	
		Characters	
		Napoleon 'a large, rather fierce-looking Berkshire boar, the only Berkshire on the farm, not much of a talker, but with a reputation for getting his own way.'	
		Snowball 'a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.'	
		Squealer 'with very round cheeks, twinkling eyes, nimble movements, and a shrill voice. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white.'	
		Boxer 'an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together... in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work.'	
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.		Biographical information
9	Boxer is sold to the knacker's yard.		1 'Animal Farm' was written in 1945.
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.		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.

ANALYSING AND COMPARING NON-FICTION TEXTS (Year 9)

Key Terms and Techniques

1. Anecdote

1. **Definition:** A short, personal story used to illustrate a point.
2. **Example:** "When I was a child, my grandmother used to tell me stories about her life during the war."

2. Facts

1. **Definition:** Information that can be proven to be true.
2. **Example:** "Water boils at 100 degrees Celsius."

3. Opinions

1. **Definition:** Personal beliefs or views that cannot be proven true or false.
2. **Example:** "In my opinion, chocolate ice cream is the best dessert."

4. Rhetorical Questions

1. **Definition:** Questions asked to make a point rather than to get an answer.
2. **Example:** "Isn't it time we took action against climate change?"

5. Emotive Language

1. **Definition:** Words or phrases used to evoke an emotional response from the reader.
2. **Example:** "The innocent child was cruelly abandoned."

6. Statistics

1. **Definition:** Numerical data used to support an argument or statement.
2. **Example:** "90% of people believe that education is

crucial for success."

7. Direct Address

1. **Definition:** Speaking directly to the reader using 'you' or 'your'.
2. **Example:** "You need to understand the importance of recycling."

8. Repetition

1. **Definition:** Repeating words or phrases for emphasis.
2. **Example:** "We must be brave, we must be strong, and we must persevere."

9. Imperative

1. **Definition:** Commands or instructions given to the reader.
2. **Example:** "Stop wasting time and start studying now."

10. Promise/Guarantee

1. **Definition:** Assuring the reader that something will happen or is true.
2. **Example:** "We guarantee your satisfaction or your money back."

Additional Key Terms

Non-Fiction: Writing that is based on facts, real events, and real people.

Compare: To identify similarities between two or more subjects.

Contrast: To identify differences between two or more subjects.

Analysis: Detailed examination of the language or structure of the text/a quotation.

Inference: A conclusion reached based on evidence and reasoning.

Question 3:

Question stem: *How does the writer use language to...*

1. Read the question and highlight the topic words to ensure you understand what the focus of your answer will be.
2. Mark off and read the source/the section of text the question asks you to focus on.
3. Highlight key quotations which will help you answer the focus of the question. Consider the use of different language methods.

Suggested paragraph structure:

Firstly, the writer has used... when it says "...". The use of... creates an impression that/implies/demonstrates/suggests that...

Question 4:

Question stem: *Compare the writers' viewpoints and perspectives...*

1. Read the question carefully and highlight the key words. You know you are analysing the different opinions, but their opinions of what? Identify this.
2. Skim through the two texts again. Highlight and label the different opinions they have on the topic you have been asked about. Select your evidence carefully: consider interesting language or structural devices used to get their message across. You will need to analyse these in your answer!

Suggested paragraph structures:

Firstly, in Source A/B, the writer's view is/the writer feels.... We see this when it says "...". The writer has used.... to show/suggest/demonstrate/illustrate/make the reader imagine.... Whereas/Similarly, in Source A/B, the writer's view is/the writer feels.... We see this when it says "...". The writer has used.... to show/suggest/demonstrate/illustrate/make the reader imagine....

Discourse Markers:

- A discourse marker is a word or phrase used in writing and speaking to guide the reader or listener through the text, helping to organise and connect ideas logically.
- They signal relationships between sentences or parts of sentences, indicating transitions, contrasts, emphasis, conclusions, and other functions that contribute to the overall coherence and flow of the text.
- Discourse markers help the audience understand the structure of the argument or narrative and clarify the intended meaning by providing cues about how the information fits together.

Examples:

Addition

- Furthermore
- Moreover
- In addition
- Also
- Besides

Contrast

- However
- On the other hand
- Nevertheless
- In contrast
- Whereas

Comparison

- Similarly
- Likewise
- In the same way
- Equally
- Correspondingly

Cause and Effect

- Therefore
- Consequently
- As a result
- Hence
- Thus

Time/Sequence

- First
- Second
- Next
- Then
- Finally

Romantic Poetry (Year 9)

KEY CONCEPTS AND DEFINITIONS:

THE ROMANTICS:

•A group of poets and writers from the late 18th and early 19th centuries who emphasised emotion, nature, and individualism.

CHARACTERISTICS OF THE ROMANTIC ERA:

- Emphasis on emotion and imagination.
- Celebration of nature and the rural life.
- Focus on individualism and personal freedom.
- Interest in the past, especially the medieval period.
- Fascination with the sublime and the mysterious.

ROMANTIC POETRY:

- Themes of nature, emotion, and imagination.
- Use of simple language to convey deep feelings.

•Focus on personal experiences and individual perspective.
•Exploration of the sublime and the beauty of the natural world.

THE SUBLIME:

•A concept describing moments of awe and terror inspired by nature's grandeur and power, often blending beauty with fear.

THE INDUSTRIAL REVOLUTION:

•A period of major industrialisation (late 18th to early 19th century) that transformed societies from agrarian to industrial.
•Romantic poets often reacted against the Industrial Revolution, criticizing its impact on nature and human life.

FAMOUS ROMANTIC POETS:

Samuel Taylor Coleridge

Known for: "The Rime of the Ancient Mariner," "Kubla Khan"

Percy Bysshe Shelley

Known for: "Ozymandias," "To a Skylark"

John Keats

Known for: "Ode to a Nightingale," "I Wandered Lonely as a Cloud" "To Autumn"

William Blake

Known for: "The Chimney Sweeper," "London"

Robert Browning

Known for: "My Last Duchess," "Porphyria's Lover"

William Wordsworth

Known for: "Lines Composed a Few Miles Above Tintern Abbey,"

POEMS AND SUMMARIES:

OZYMANDIAS BY PERCY BYSSHE SHELLEY

Summary: The poem tells the story of a traveler who encounters the ruins of a once-great statue of a king named Ozymandias in the desert. The pedestal of the statue bears an inscription boasting of the king's might, but all that remains is a shattered visage and decaying ruins, emphasizing the impermanence of human achievements and the enduring power of nature.

THE CHIMNEY SWEEPER BY WILLIAM BLAKE

Summary: Highlights the harsh realities of child labour in the 18th century. A young chimney sweep recounts his story, reflecting on his bleak existence and holding onto the hope of divine salvation despite his suffering.

LONDON BY WILLIAM BLAKE

Summary: The poem describes a walk through the streets of London, highlighting the pervasive misery and oppression experienced by its inhabitants. Blake critiques the institutions of power, such as the church and the monarchy, and laments the impact of

industrialisation and social injustice on the city's people.

MY LAST DUCHESS BY ROBERT BROWNING

Summary: This dramatic monologue features a duke speaking to an envoy about a portrait of his late wife. As he describes her, it becomes clear that he was possessive and jealous, ultimately implying that he may have had her killed because she did not meet his standards of behavior. The poem explores themes of power, control, and the objectification of individuals.

PORPHYRIA'S LOVER BY ROBERT BROWNING

Summary: In this dramatic monologue, the speaker recounts the night he murdered his lover, Porphyria. As she confesses her love and sits beside him, he strangles her with her own hair to preserve the moment forever. The poem delves into themes of passion, madness, and the desire to possess and control.

KEY FACTORS OF THE INDUSTRIAL REVOLUTION:

Occurred from the late 18th century to the early 19th century, starting in Britain and spreading globally.

Technological Advances: Introduction of machinery such as the steam engine, spinning jenny, and power loom. Advances in transportation, including the steam locomotive.

Economic Changes: Shift from agrarian to industrial economies with large-scale factory production. Rise of capitalism and a market economy with increased industrial investment.

Urbanisation: Migration from rural areas to urban centers for factory work. Rapid city growth leading to crowded living conditions and development of slums.

Social Impact: Introduction of wage labour and harsh working conditions in factories. Widespread child labor in factories and mines. Emergence of the industrial working class and a growing middle class.

Environmental Impact: Increased pollution from factories and transportation..

Cultural and Intellectual Responses: Romanticism as a reaction against industrialization, emphasising nature and emotion

KEY TERMINOLOGY:

Romanticism:

• A literary and artistic movement emphasizing emotion, nature, and individualism.

Sublime:

• An aesthetic quality that inspires awe and wonder, often mixed with fear, due to its grandeur and power.

Industrial Revolution:

• A period of major industrialization that transformed societies from agrarian to industrial, impacting social, economic, and environmental conditions.

Nature:

• A central theme in Romantic poetry, celebrating the beauty, power, and spiritual significance of the natural world.

Emotion:

• A key focus in Romantic literature, highlighting personal feelings and individual experiences.

Imagination:

• Valued by the Romantics as a means of transcending reality and accessing deeper truths.

Individualism:

• Emphasis on the individual's experience, personal freedom, and self-expression.

Lyric Poetry:

• A form of poetry expressing personal emotions and thoughts, often in a song-like style.

Symbolism:

• Use of symbols to represent deeper meanings and concepts, common in Romantic poetry.

Imagery:

• Descriptive language that appeals to the senses, creating vivid pictures in the reader's mind.

Personification:

• Attributing human characteristics to non-human entities, commonly used to bring nature to life in Romantic poetry.

Allusion:

• A reference to another work of literature, history, or culture, enriching the text with deeper meaning.

Dramatic Monologue:

• A poetic form where a single speaker addresses a silent listener, revealing their character and situation.

Elegy:

• A mournful poem lamenting the loss of a person or the past, often reflecting on deeper themes of life and death.

Ode:

• A formal and ceremonious lyric poem, often addressing and celebrating a particular subject.

Allegory:

• A narrative that uses symbolic figures and actions to convey deeper moral or philosophical meanings.

Ballad:

• A narrative poem, often set to music, that tells a story, usually of folk origin.

Sonnet:

• A 14-line poem with a specific rhyme scheme and meter, often exploring themes of love and nature.

Alliteration:

• The repetition of initial consonant sounds in closely connected words, used for emphasis and musical effect.

Assonance:

• The repetition of vowel sounds in nearby words, contributing to the musical quality of the poem.

Consonance:

• The repetition of consonant sounds, typically at the end of words, creating a harmonious effect.

Meter:

• The rhythmic structure of a poem, determined by the pattern of stressed and unstressed syllables.

Rhyme Scheme:

• The pattern of rhymes at the end of each line of a poem, often used to create rhythm and cohesion.

Stanza:

• A grouped set of lines within a poem, often separated by a blank line, functioning like a paragraph in prose.

Year 9 Article Writing Knowledge Organiser

Unit Focus

This half term, pupils will explore how writers convey their views in a range of non-fiction articles, before planning, writing and presenting their own article outlining their views on a topical issue.

What Is An Article?

- An article is a piece of writing found online or in a magazine or newspaper about a particular topic.
- Sometimes an article will offer a balanced view of a subject. At other times an article might be biased towards a person or political standpoint.
- An article might also be flavoured by the writer's style. Depending on the purpose of your article, you might use very direct informative language or more poetic language to create a sense of the subject matter.
- Here are some typical subjects covered by article writers: travel, sport, topical issues, politics, history, celebrity/famous figures, homelife, culture and the Arts.

Remember to **mind the gap** when article writing:

G	Genre – structure your article appropriately with a catchy headline, a byline and short paragraphs.
A	Audience – who is likely to read your article? How will you present your information/arguments and modify your language to connect with them?
P	Purpose – what are your main aims in this piece of writing? To inform? To entertain? To advise? To persuade?



Key Features of Articles

- **Headline**
- **Byline**
- **Source** e.g. news agency, date of publication
- **Short paragraphs**
- **Hyperbole, exaggeration, melodrama**
- **Personal pronouns** – you/your, we
- **Rhetorical question**
 - Anecdote
 - Aside
 - Informal language
- **Humour** – exaggeration, farce, irony, self-deprecation
 - **Imagery, especially simile/metaphor (comparison)**
 - Alliteration
 - Triplet

The Crucible (Year 9)

Key Terms:

discipline and the simplification of worship.

Key Words

• **Crucible:** A severe test or trial; also a container in which metals or other substances are heated to very high temperatures or melted.

• **Theocracy:** A system of government in which priests rule in the name of God or a god.

• **McCarthyism:** The practice of making accusations of subversion or treason without proper regard for evidence, named after Senator Joseph McCarthy.

• **Integrity:** The quality of being honest and having strong moral principles.

• **Witch Hunt:** A campaign against a particular group of people, often those holding unorthodox opinions or behaving in an unconventional manner.

• **Reputation:** The beliefs or opinions that are generally held about someone or something.

• **Hysteria:** Exaggerated or uncontrollable emotion or excitement, especially among a group of people.

• **Puritanism:** The beliefs and practices of Puritans, characterized by strict religious

Key Context:

was gripped by fear of communism, leading to aggressive investigations and accusations against supposed communists.

Historical Context: "The Crucible" is set in 1692 during the Salem witch trials. This was a period of mass hysteria and panic, where several people in Salem, Massachusetts, were falsely accused of witchcraft.

social Context: The play explores themes of fear, power, and integrity, reflecting the societal pressures and moral challenges of both 1692 Salem and 1950s America.

Political Context: Arthur Miller wrote "The Crucible" in 1953 as an allegory for McCarthyism. During the 1950s, the US

Key Characters:

John Proctor: A local farmer who is the protagonist of the play. He is a complex character who struggles with his own moral integrity.

Elizabeth Proctor: John Proctor's wife, whose moral rectitude contrasts with John's initial moral wavering.

Abigail Williams: The main antagonist of the play. She instigates the witch trials by falsely accusing others of witchcraft to cover her own misdeeds.

Reverend Samuel Parris: The minister of Salem's church, who is paranoid and power-hungry.

Reverend John Hale: An expert in witchcraft who initially supports the trials but later denounces them when he realizes the injustice.

Judge Danforth: The deputy governor and judge at the witch trials. He is more concerned with preserving the court's authority than justice.

Mary Warren: The Proctors' servant and a member of Abigail's group of girls. She tries to expose the hoax but ultimately succumbs to pressure.

Tituba: Reverend Parris's black slave from Barbados. She is the first to be accused of witchcraft and forced to confess.

Plot Summary

Act 1: The play opens with Reverend Parris praying over his daughter Betty, who is in a coma. The townspeople suspect witchcraft. Abigail and other girls were caught dancing in the forest, leading to a series of accusations.

Act 2: The Proctors' home. John and Elizabeth discuss the escalating witch trials. Elizabeth is arrested after being accused by Abigail.

Act 3: The courtroom. Proctor attempts to expose Abigail, but his plan fails. Mary Warren turns on him under pressure, and he is arrested.

Act 4: The jail. Proctor wrestles with his conscience and ultimately chooses to hang rather than falsely confess to witchcraft.

Key Themes:

• **Hysteria:** The play demonstrates how hysteria can spread rapidly and lead to the persecution of innocent people.

• **Reputation and Integrity:** Characters in the play grapple with the importance of their reputations and the difficult choices between preserving their integrity or succumbing to societal pressures.

• **Power and Authority:** The play explores how those in power manipulate the hysteria to consolidate their own control.

• **Guilt and Redemption:** John Proctor's journey is central to the theme of guilt and the possibility of redemption through personal integrity and honesty.