

Year 8 London Knowledge Organiser

Key vocabulary	Definition
Metropolis	The chief or capital city of a country or area
Dystopian	A nightmarish vision of the future
City	A highly populated area with a cathedral
Urban	Related to cities and highly populated area
Architecture	The style and structure of a building
Civilization	A complex society



Language techniques	Definition
Adjective	Descriptive word, applicable to a noun
Adverb	A word that describes a verb or action
Adventurous	Brave, outside of your comfort zone
Simile	Comparing two things using like or as
Metaphor	a direct comparison between two things by calling one thing something else
Juxtaposition	Two contrasting ideas/ things placed next to each other
Personification	Attributing human characteristics to inanimate objects
Simple sentence	a sentence with one main clause and no punctuation or connectives/conjunctions
Compound sentence	a sentence with one main clause which includes a connective or conjunction
Complex sentence	a sentence with two clauses (main and sub), separated by a comma
Structure	How a text is put together

Ways to start sentences	Examples
Adjective	Cold snow fell onto the paving stones.
Adverb	Carefully, the woman picked her way across the alley.
Connective/conjunction	However, there had been a rumour circulating that Jack the Ripper was actually a man called David Cameron.
Verb	Sprinting did not come naturally to Officer Sloth.
Preposition	Next to the carriage, there lay a bludgeoned body.

Punctuation	Definition
Full stop	Marks the end of a sentence, and should always be followed by a capital letter.
Comma	Marks a pause in a sentence, as well as the separation of two clauses.
Exclamation mark	Denotes a raised voice, surprise or shock in speech or narration, and comes at the end of a sentence.
Question mark	Denotes a question being asked, and comes at the end of a sentence.
Colon	Marks the beginning of a list or a statement.
Semicolon	Separates two main clauses that are very closely related - replaces a full stop for this reason.

Reasons to change paragraphs	Also known as 'TIP TOP'
Time	A change in time of anything from seconds to years
Place	A change in place eg from one room to another, or between two different scenes
Topic	A change in what is being discussed by characters or happening in the narrative
Person (speaker)	Each new speaker gets a new line to avoid confusion as to who is speaking.

19th Century Fiction - "Fiction written between 1801 to early 1900s"

Typical genres:	Archetypal characters:	Typical settings:
1. The 'Silver Fork' novel (stories about rich people)	1. Protagonists with exaggerated characteristics fitting for their social class	1. Wild landscapes in Northern England that were often remote and inhospitable
2. The 'Newgate' novel (crime, gruesome murders)	2. Strong-minded women who try to challenge the status quo contrasted with submissive domesticated women	2. Medieval style castles, churches or abbeys that were often ruined or decayed
3. The 'Gothic' novel (horror stories)	3. Characters possessing fatal flaws that are often seen to make errors in judgment based on morality	3. Industrial cities where social classes lived among each other
4. The 'Romantic' novel (especially mismatched lovers)	4. Eligible, intellectual bachelors with hidden duality	4. 'Exotic' locations to depict colonisation, imperialism, attitudes to race and 'otherness'
5. The 'Social Purpose' novel (highlight social injustice)	5. Villains, heroes, orphans, criminal children	5. Volatile and threatening weather (symbolism)

Social and Historical Context	What came before and after the 19 th century?
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•By 1860, although most people in Britain could read and write, books were well beyond the income of ordinary people. Many novels were published in parts—in the three-volume form, or by a monthly dose, or even in a weekly magazine
 •The key social and cultural influences of the time were:

Social class	Society was strictly layered - not only into rich and poor, or even upper, middle and lower class, but hundreds of 'grades'. People were expected to 'know their place', and the Church taught them to be content in their 'station'.
Realism	In literature, this attempted to portray subject matter truthfully, without artificiality and avoiding artistic conventions, as well as implausible, exotic and supernatural elements.
Women	The question of what women could (or should) do attracted a lot of debate in the century. Women were starting to become more well-educated leading to a rise in female writers and poets. At first women used pseudonyms to ensure their work was published.
Supernatural and Science	This was a constant source of intrigue and inspiration.
Social problems	At the time, many people were becoming aware of the need to improve the condition in which the poor found themselves. Britain had narrowly escaped revolution unlike its European counterparts
Family	People had large, extended families.
Church and religion	Britain was overwhelmingly Christian. The Church dominated religion and the morals of the time.

Before: 'The Age of Enlightenment' 1700-1830

- Rational thinking also known as the 'age of reason'. Scholars, artists and science sought to rid the world of superstition
- Democracy and egalitarianism ideals are favoured
- Poets wrote about the inferiority of humans compared to nature
- Figures from The Age of Enlightenment (C18-19) believed that scientific progress was the only way to advance society,

After: 'Modernity' 1900-1960

- Modernity was marked by the push for better rights for every man and woman (suffragettes, trade unionists and civil rights campaigners fought tirelessly for equality)
- WW1 & WW2 and the end of the British Empire (decolonisation) and America emerges as a superpower. Consumer culture begins

Notable texts											
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Sense and Sensibility – Jane Austen, 1811	Pride and Prejudice- Jane Austen, 1813	Frankenstein – Mary Shelley, 1818	The Hunchback of Notre Dame – Victor Hugo, 1831	A Christmas Carol - Charles Dickens, 1843	The Raven – Edgar Allen Poe, 1845	Jane Eyre- Charlotte Bronte, 1847	Wuthering Heights – Emily Bronte, 1847	Anna Karenina – Leo Tolstoy, 1873		The Strange Case of Dr Jekyll and Mr Hyde – R.L. Stevenson, 1887	Dracula – Bram Stoker, 1897
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Romeo and Juliet, by William Shakespeare

Plot		Context
Act 1	<ul style="list-style-type: none"> In Italy two noble families, the Montagues and Capulets, have much bad blood between them Romeo, son of the Montagues, is in love with Rosaline who doesn't love him (this is called unrequited love) The Capulets host a ball, and Romeo sees Juliet for the first time who is the daughter of the Capulets 	Courtly, quixotic Love <ul style="list-style-type: none"> A medieval tradition of love between a knight and an unattainable noblewoman. The love of the knight for his lady was regarded as an overwhelming passion and typically it was one-sided
Act 2	<ul style="list-style-type: none"> Romeo lingers in Juliet's garden, standing in the orchard beneath Juliet's balcony. He sees her leaning over and calling out his name He reveals his presence and they promise themselves to each other They get married in secret by Friar Lawrence 	Honour <ul style="list-style-type: none"> Honour generally and maintaining the honour of your family name was very important in those times
Act 3	<ul style="list-style-type: none"> Tybalt encounters Romeo returning from Friar Lawrence's cell Romeo refuses to fight because he has just married Juliet Mercutio starts a fight with Tybalt and Tybalt stabs Mercutio Mercutio dies and Romeo is overcome with rage Romeo kills Tybalt and is banished from Verona 	The role of Women <ul style="list-style-type: none"> Elizabethan England was a society controlled by men (a patriarchy) Women needed to be meek and mild and obey their fathers, and later their husbands
Act 4	<ul style="list-style-type: none"> In despair, Juliet seeks Friar Lawrence's advice. He gives her a sleeping potion, which for a time will cause her to appear dead. Thus, on the day of her supposed marriage to Paris, she will be carried to a family vault Friar Lawrence sends a messenger to Romeo with news of their plan 	Arranged Marriages <ul style="list-style-type: none"> Marriages amongst the wealthy were engineered by their parents
Act 5	<ul style="list-style-type: none"> Friar Lawrence's letter doesn't reach Romeo and he hears that Juliet is dead Romeo goes to Juliet's vault and there he meets with Paris. They fight and Romeo kills Paris Romeo drinks poison as Juliet wakes up. She then stabs herself 	Catholic Church <ul style="list-style-type: none"> Friar Lawrence could be blamed for the deaths of the two lovers Elizabeth I was protestant and so this was probably on

Romeo and Juliet, by William Shakespeare

Dramatic Terminology	Definition
Prologue	A separate introductory section of a dramatic work. It summarises the events of the play and gives the audience an idea of who the main characters (protagonists) are.
Foreshadowing	A warning or indication of a future event within the play.
Dramatic Irony	When the audience know more than some of the characters: originally used in Greek Mythology.
Pun	Word play
Monologue	A long speech delivered by one character to the audience.
Soliloquy	An act of speaking one's thoughts aloud to the audience.
Oxymoron	A combination of words that have opposite or very different meanings.
Metaphor	A thing that represents something else.
Iambic Pentameter	A line of verse with five metrical feet, each consisting of one short (unstressed) syllable followed by one long (stressed) syllable.
Blank Verse	Verse without rhyme, especially that which uses iambic pentameter.
Sonnet Form	Composed of three quatrains (4 line stanzas) and a final couplet used by love poets usually.

Themes	
Love	The love that Romeo and Juliet share is supposed to be pure, passionate and transformative. However, their love is also destructive, chaotic and harms others because they are too young and because of their familial circumstances.
Fate	No matter what the lovers do, what plans they make or how much they love each other, their struggles against fate only help fulfill it. The idea that no one can escape their fate is isn't the point here, but rather the idea that their struggles against fate leads to their downfall.
Individuals Vs society	Because of their forbidden love, Romeo and Juliet are forced into conflict with the social world around them: family, friends, political authority and even religion.
Violence and Conflict	Conflict is one of the driving forces within the play and often leads to huge amounts of violence. Violence is how the play opens and ends with death (caused by the violence).



War Poetry

5 Famous WW1 Poets		Timeline of the War	
Wilfred Owen	One of the most famous poets from WW1. He criticised armchair war supporters and died in war. His poems are anti-war and highlight the unglamorous nature of war.	1914	The war was declared against Germany. Great British governments encourage subscription using propaganda posters, poems and songs.
Siegfried Sassoon	He was friends with Wilfred Owen and also as a critic of the war who highlighted the horrors and atrocities in the trenches.		
Jessie Pope	She was a nationalist poet whose poems encouraged men to fight in the war. Sassoon and Owen were very critical and disapproving of her poetry. Her poems tapped into propagandist ideas around war being glamorous and fun.	1916	Great Britain make began national conscription which means that men had to go to war by law and had no choice in the matter.
John McCrae	A Canadian poet who died during WW1. He is best known for his famous poem, 'In Flanders Fields.'		
Simon Armitage	He focused on showing the true hardships of war in his poem 'The Manhunt'. Simon Armitage was born in 1963 in West Yorkshire, where he still lives. ... Simon Armitage uses colloquial (everyday, informal) language and autobiographical material. He has worked on several television programmes including a documentary on permanently injured soldiers and	1918	The armistice (an agreement for peace and no more fighting) that had been prepared and the war ended on November 11, 1918.

War Poetry

Language techniques	Definition		Poetic Forms
Adjective	Descriptive word, applicable to a noun		
Adverb	A word that describes a verb or action	Blank Verse	Verse with no rhyme - usually 10 syllables
Adventurous	Brave, outside of your comfort zone		
Simile	Comparing two things using like or as	Epic	Tragic/heroic story poems
Metaphor	a direct comparison between two things by calling one thing something else	Free Verse	No regular rhyme
Juxtaposition	Two contrasting ideas/ things placed next to each other	Sonnet	14 lines (often) love poems
Personification	Attributing human characteristics to inanimate objects	Lyrical	Emotional and beautiful
Simple sentence	a sentence with one main clause and no punctuation or connectives/conjunctions		Key Vocabulary
Compound sentence	a sentence with one main clause which includes a connective or conjunction		
Complex sentence	a sentence with two clauses (main and sub), separated by a comma	Armchair War Supporter	Someone who talks about the glory of war without having been themselves
Structure	How a text is put together and the order of paragraphs	Dulce et decorum est pro patria mori	Latin for 'it is sweet and fitting to die for one's country.'
Enjambment	When a line runs over to the next line without any punctuation	No man's land	The empty and unoccupied space between two sides of trenches.
Caesura	When punctuation is used in the middle of the line	Propaganda	Government attempts to control information and make the war seem glamorous and patriotic.
Volta	A change in tone at the end of the poem (usually the last two lines)		
Sibilance	The use of the 's' to create a hissing sound		
Alliteration	When the first sound at the beginning of the word is repeated to cleave (bind) words together		

Gothic Horror Story Writing

Key vocabulary	Definition
Pathetic Fallacy	When the weather is used to reflect the character's mood or emotions
Narrative hook	When you leave questions unanswered and build tension by using unclear language. <i>E.g. She didn't look back; she ran. She didn't dare scream, as they might hear her. She didn't even breathe too loudly, as the supernatural were ubiquitous after all.</i> In this example, you are left wondering what the character is running away from, who she is and why she mentions the supernatural.



Inspirational Reading List

Language techniques	Definition
Metaphor	A direct comparison between two things by calling one thing something else.
Personification	Attributing human characteristics to inanimate objects.
Simple sentence	A sentence with one main clause and no punctuation or <u>connectives/conjunctions</u> .
Compound sentence	A sentence with one main clause which includes a connective or conjunction.
Complex sentence	A sentence with two clauses (main and sub), separated by a comma.
Structure	How a text is put together and the order of paragraphs.
Sibilance	Making a hissing sound by using 's' words, thus creating a sinister atmosphere by reminding the reader of a snake.
Oxymoron	Creating confusion by using two opposite words together. E.g. deafening silence.

Dracula, by Bram Stoker	If you like vampire stories (although this one is much older than Twilight, written in 1897.
The Woman in Black, by Susan Hill	All things supernatural and that go bump in the night! Very creepy for those who seek cheap thrills!
The Raven Boys, by Maggie Stiefvater	Ley lines, ancient Welsh kings, totally compelling. It is also part of a series.
Through the Woods by Emily Carroll	Completely gothic graphic collection of short stories. Unsettling in the extreme.
Rebecca, by Daphne Du Maurier	Innocent girl marries wealthy worldly widower who is haunted by dead wife. Made into famous movie by Hitchcock.

Ambitious Adjectives	Definitions
Dank	Unpleasantly damp and cold.
Dilapidated	When something is in a state of disrepair due to age or neglect.
Grotesque	Repulsively ugly or distorted.
Harrowing	Causing someone to feel upset and distressed.
Desolate	Describes an empty and isolated place.
Tempestuous	Stormy weather.
Sinister	Evil or nasty.
Impenetrable	To describe something you can't see or go through.
Lupine	Wolf-like
Ravenous	Hungry
Surreptitious	Trying to go unnoticed/stealthy
Ominous	Creating the impression that something evil or bad is going to happen.

Ambitious Verbs	Definitions
Shrouded	Covered and concealed from view.
Enveloped	Covered completely/consumed.
Mourned	Expressed upset and sadness when someone or something died.
Howled	Wept or cried out loudly/making a howling sound like a dog/wolf.
Loomed	Grew bigger in an ominous/grew closer.



READING NONFICTION

QUESTION ONE
CHOOSE four true or false statements from a list of 8.

4 marks = 5 mins (4 boxes shaded)
 Named lines
 A01 – find & inference

BEFORE YOU BEGIN
LOOK AT THE SUMMARY INFORMATION ABOUT BOTH TEXTS – THEY GIVE YOU CLUES.
ALSO FIGURE OUT THE PAT/PAF/PAL OF BOTH TEXTS – THEY ALSO GIVE YOU CLUES.

Only look at lines named in question to in order to find answers.
 Only shade 4 boxes (1 box = 1 mark) - this is not a trick question – it is easy.
 Follow the instruction on the paper if you shade the wrong box.

QUESTION TWO
 Write a **SUMMARY** of the **DIFFERENCES** between Source A and B

8 marks = 10mins
 Two texts
 A01 – summarise differences

Read and highlight key words in the question
 Start mini essay with an overview sentence stating main difference then your summary of **differences** using **short quotes** and stating **specific effects**.
 E.g. "Firstly, the differences between Eddie and Henry are vast as Henry's experience of school is much harsher than Eddie's; we can see this when Henry complains about not being able to write freely as Mr. Smith, 'would flog me if he knew it.' This is contrast to..."
 Track through each text; space your quotes out throughout the whole text.

QUESTION THREE
 How does the writer use **LANGUAGE** to..." in one source only

12 marks = 20 mins
 One text
 A02 – Language (not structure)

Read and highlight key words in the question
 Read and highlight text
 Start mini essay with an **overview sentence**, then answer the question using **short quotes**, naming the **device** and stating **specific effects**.
 E.g. "Henry uses lots of emotive language ... QUOTE..... in his letter to attempt to influence his father to remove him and his brother from Cotherstone Academy."
 Analyse as many quotes as you can, analysing a technique used by the writer and discussing the multiple effects for the audience.
 Write **a lot about a little** - e.g. "The writer uses personification in this phrase, 'Death stood at my bedside,' to create an intense feeling of fear for the reader, suggesting the writer felt death was imminent; it was a threatening being, about to take his life."
 Track through each text, space your quotes out throughout the whole text.

QUESTION FOUR
Compare DIFFERENCES in **LANGUAGE** in how the two **writers** present/convey/convince/persuade... in Source A and B

16marks = 25mins
 Two texts
 A03 – compare language (not structure)

Read and highlight key words in the question
 Start mini essay with an **overview sentence** stating the main **difference** in the language. E.g. The writer of Source A believes that education really is the job of parents and not schools, whereas the writer of Source B has sent both his boys off to a boarding school where he has little control and knows nothing about the conditions for his children, or the standard of education they are receiving.
 Then compare the differences in the **writers' viewpoints** using **short quotes** and stating **specific effects**. E.g. For example, the writer of Source A explains using expert opinion ... QUOTE.....to demonstrate that ..., however, the writer of Source B uses statistics QUOTE.....to back up their argument. The effect on the audience is similar as both add weight to the arguments the writers are putting forward and convince their audience of their standpoint.
 REFER TO BOTH WRITERS THROUGHOUT.
 YOU CAN REPEAT QUOTES & EFFECTS FROM EARLIER QUESTIONS.
 Go back and forth between the texts. Use **comparison words or phrases** = Likewise, Similarly, In the same way, Different to..., UnlikeB, In contrast.....,However, etc.

Mark Scheme		I AM A FORESTER (Q3+4)
Bands1 -4	4 – DETAILED. PERCEPTIVE 3 - CLEAR, RELEVANT 2 - SOME,ATTEMPTS 1 – SIMPLE, LIMITED	Imperatives Adjective/Adverb
Q2	<ul style="list-style-type: none"> Perceptive inference and differences from both texts Well-judged quotations 	Modal Verbs Alliteration Figurative language
Q3	<ul style="list-style-type: none"> Analyses the effects of writer's choices Well-judged quotations Sophisticated subject terminology 	Opinions Repetition Exaggeration/Expert opinion
Q4	<ul style="list-style-type: none"> Same as Q2/3 AND... Detailed understanding of different perspectives & ideas 	Statistics Triplets Emotive Language
Stretch yourself		Rhetorical Question
Paradox/oxymoron		AOs
Irony		A01 <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.
Onomatopoeia		
Euphemism		
Pun		
Fronted adverbials or conjunctions		A02 <ul style="list-style-type: none"> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers Use relevant subject terminology to support views.
Simple/compound/complex sentences		
Relative or conditional clauses		
Noun/verb phrases		A03 <ul style="list-style-type: none"> Compare writers' ideas across two or more texts.
Writing for purpose/audience/type of text		
Anaphora/epistrophe		
Tone/Register		
Narrative perspective		