



Highsted Knowledge Organiser
Subject: English
Year 7 Term 1: Journeys

What I need to know

- The conventions of different types of non-fiction writing
- How to adapt your language to achieve a given purpose
- How to identify a range of language devices and apply these to your own writing
- How to accurately use a range of punctuation
- How to plan and structure different types of non-fiction writing
- Subject-specific terminology for a given topic e.g. space travel

Key vocabulary

- Genre
- Audience
- Register
- Perspective
- Viewpoint
- AFORREST (alliteration, facts, opinion, repetition, rhetorical question, emotive language, statistics, triplets)
- Tone
- Rhetorical devices

Student reference point

- Study a range of different non-fiction writing forms including, speeches, articles, journals, letters and guides
- Study the conventions of travel writing by looking at a range of examples
- Study a range of motivational speeches and write your own about space travel
- Consider a range of viewpoints related to the experience of refugees and immigrants and be able to articulate your own in the form of a written letter
- Evaluate the effectiveness of different writers' language styles

Challenge questions

- Research examples of travel writing: how have writers used language to convey their perspectives?
- Research examples of motivational speeches: how have writers used language to achieve their aims?

Suggested reading

Boy Giant – Michael Morpurgo
The Bone Sparrow – Zana Fraillon
Refugee Boy – Benjamin Zephaniah
A Dangerous Crossing – Jane Mitchell
Now is the Time for Running – Michael Williams
Hidden – Miriam Halahmy
The other side of the Truth – Beverley Naidoo
Looking at the Stars – Jo Cotterill
Jackdaw Summer – David Almond
Boy, Everywhere – A.M. Dassu
Refugee – Alan Gratz
Boy 87 – Ele Fountain
The Children of Willesden Lane – Mona Golabek & Lee Cohen
The Weight of Water – Sarah Crossan
Nowhere to Run – Carol Drinkwater
The Breadwinner – Deborah Ellis





Highsted Knowledge Organiser
Subject: English
Year 7 Term 2: Identity Poetry

What I need to know

- How to identify the 'big ideas' in a poem
- How to define poetry and some of the key features of a poem
- How to identify and explain the writer's intentions for their poem
- How to use and explain a range of key subject terminology relevant to poetry
- How to analyse writer's craft (i.e. how a poet's decisions relating to language, form and structure allow them to explore themes/ideas)
- How to draw connections between different poems

Key Vocabulary

- Form
- Tone
- Perspective
- Purpose
- Stanza
- Rhyme
- Metre
- Free verse
- Couplet
- Quatrain
- Enjambment
- Speaker
- Identity
- Stereotype
- Diversity
- Identity
- Subversion
- Compliance
- Adherence

Student reference point

Consider the definition of 'poetry' and explore different types of poetry to understand common features
Study a wide range of poems that explore the important topic of 'identity'- Use the Y7 Anthology to guide this
Provide personal responses to a range of poems, exploring elements of the text which you found particularly effective
Identify and discuss the effects of a range of poetic techniques relating to language, form and structure
Draw connections between poems using a range of strategies (e.g. through voice, perspective, tone, ideas/themes etc.)
Practise writing extended responses to one or more poems with the support of your teacher. Evidence of PETER paragraphs in your book
Write poetry inspired by the texts you have read

Challenge question

- Write creatively to produce your own poem, using the form of structure from one of the poems from the Year 7 Anthology.
- How do writers use poetic form to enhance their stories?
- Select a poem from the Year 7 Anthology. How would changing the structure (e.g. changing the line breaks or stanza breaks) impact the meaning of this poem?

Suggested reading

Top Reads:

Poems to Save the World With curated - Chris Riddell
The Girl Who Became a Tree - Joseph Coelho
The Weight of Water – Sarah Crossan

