



Highsted Knowledge Organiser
Subject: English
Year 8 Term 1: 'In the Sea There are Crocodiles'

<p><u>What I need to know</u></p> <ul style="list-style-type: none">• The conventions of displacement literature• How a text may conform to, or subvert conventions of a genre• How writers can establish setting• How displacement fiction can be used to comment on real-world societies• The plot, characters, themes and ideas in <i>In the Sea There are Crocodiles</i>• How to analyse language in literary texts	<p><u>Key vocabulary</u></p> <ul style="list-style-type: none">• Migration• Traffickers• Taliban• Pashtun• Hazara• Repatriation• Asylum• Biography
<p><u>Student reference point</u></p> <ul style="list-style-type: none">• Understand and be able to give examples of the conventions of displacement fiction• Read and understand Fabio Geda's <i>In the Sea There are Crocodiles</i>• Be able to comment on the impact of Geda's creation of setting• Be able to comment on the impact of Geda's characterisation and reader connection• Construct PETER paragraphs to analyse Geda's literary choices and their impact	
<p><u>Challenge questions</u></p> <ul style="list-style-type: none">• To what extent is <i>In the Sea There are Crocodiles</i> reflective of our current society? Provide specific examples in your answer.• Write a speech from the perspective of Enait on the topic of refugees.	
<p><u>Suggested reading</u></p> <p>Fiction</p> <p>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 - M Golabek & L Cohen Nowhere to Run – Carol Drinkwater The Breadwinner – Deborah Ellis</p> <p>Non-fiction</p> <p>Freedom of Movement – Catherine Bradley It Happened to Me: Refugee – Angela Neustatter The War in Afghanistan – Brian Williams</p> <p>https://www.geographyinthenews.org.uk/issues/issue-29/ https://www.bbc.co.uk/newsround/37677923 https://www.booktrust.org.uk/news-and-features/features/2021/may/how-the-safe-space-of-books-can-help-children-understand-big-world-issues/</p>	



Highsted Knowledge Organiser
Subject: English
Year 8 Term 2: Poetry

What I need to know

- What the difference is between poetry and prose and the key features of poetry.
- How to express personal opinions about a text in an appropriate critical style.
- How to identify the 'big ideas' in a poem and understand how to look for patterns.
- How to explore and analyse the writer's craft using quotations to support ideas.
- How to draw comparisons and connections between poems.

Key Vocabulary

- Prose
- Tone
- Free verse
- Stanza
- Rhyme
- Imagery
- Slam poetry
- Ballad
- Metre
- Quatrain
- Refrain
- Form
- Structure

Student reference point

- Study a range of poems from different poets and contexts.
- Identify the 'big ideas', themes and ideas explored in a range of poems from the Year 8 Anthology.
- Discuss and share your own personal opinions about a variety of poems.
- Explore how a writer uses poetic techniques to create meaning and selecting appropriate quotations to support ideas.
- Compare poems which are based on a similar topic/theme. Compare ideas, techniques, and forms of poems.

Challenge question

- Write creatively to produce your own poem, using the form of structure from one of the poems from the Year 8 Anthology.
- How do writers use poetic form to enhance their stories?
- Select a poem from the Year 8 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 by Chris Riddell
- *The Girl Who Became a Tree* by Joseph Coelho
- *Moonrise* – Sarah Crossan



Why not watch more slam poetry from Harry Baker on YouTube?