



Highsted Knowledge Organiser

Subject: English

Year 9 Term 5: Human Rights

What I need to know

- What is meant by the term 'Human Rights' and a range of items listed on the Universal Declaration of Human Rights
- How to consider a text as a whole and identify patterns and the 'big ideas' in a text
- How to express personal opinions about a text in an appropriate critical style
- How to identify someone's ideas and perspectives about a topic through their writing
- How to draw comparisons between the writers' ideas and perspectives in two non-fiction texts

Key Vocabulary

- Human Rights
- Civil rights
- Discrimination
- Prejudice
- Injustice
- Ideas
- Perspectives
- Feminism
- Institutionalised racism
- Apartheid
- Misogyny
- Hate crime
- Activist

Student reference point

	Studying a range of non-fiction extracts from different authors and contexts
	Reading a simplified version of the Universal Declaration of Human Rights and exploring several of the items listed
	Exploring a range of issues such as racial inequality, gender inequality and education
	Identifying the 'big ideas', themes and ideas explored in a text
	Comparing two texts which are based on a similar topic/theme
	Planning and writing comparative responses

Challenge question

- Research a current Human Rights issue by reading more than one newspaper article on your chosen topic. Summarise the different articles' viewpoints and perspectives on the issues.
- Using your research (above) write a letter responding to one of the newspaper articles, expressing your personal opinion on how they have presented the Human Rights issue.

Suggested reading

Top Reads:

- *The Hate U Give* by Angie Thomas
- *Lies We Tell Ourselves* by Robin Talley
- *The Bone Sparrow* by Zana Fraillon
- *Feminists Don't Wear Pink and Other Lies* curated by Scarlett Curtis



Why not watch 'We Should All Be Feminists', a Tedx Talk by Chimamanda Ngozi Adichie, on YouTube?



Highsted Knowledge Organiser

Subject: English

Year 9 Term 6: Conflict Poetry

What I need to know

- The conventions of different forms of poetry
- The content of the AQA 'Power and Conflict' poetry anthology
- How language/form and structure can be used to present ideas and achieve a poet's purpose
- How to approach unseen poetry
- How to plan and structure an analytical essay on poetry
- How to evaluate different poetic devices and their impact on the effectiveness of a poem

Key vocabulary

- Form
- Sonnet
- Dramatic Monologue
- Figurative Language
- Imagery (Visual, auditory, gustatory, olfactory, tactile)
- Anaphora
- Caesura
- Iambic Pentameter
- Meter
- Regular/ irregular rhyme schemes

Student reference point

- Study a range of 'Power and Conflict' poems to gain an understanding of a range of poetic conventions
- Ensure my annotations are thorough and developed on the poems I have been given
- Plan thorough analytical responses to the poems I have studied
- Write cohesive analytical essays in response to the poems I have studied
- Read and respond critically to others' work
- Understand peer- and teacher-feedback and respond appropriately by making improvements to my work

Challenge questions

- Select two poems from the 'Power and Conflict' collection. Write two paragraphs comparing the different or similar attitudes to conflict they express.
- Read *The Shield of Achilles* by W.H. Auden. Look up and define any words you are not familiar with. How does Auden present war in this poem?

Suggested reading

1 In Flanders Field by John McCrae

2 Joining the Colours by Katharine Tynan

3 Easter, 1916 by William Butler Yeats

4 August, 1914 by Vera Mary Brittain

5 The Shield of Achilles by W.H. Auden

6 The Bombardment by Amy Lowell

7 The Charge of the Light Brigade by Lord Alfred Tennyson

8 Dreamers by Siegfried Sassoon

9 Break of Day in the Trenches by Isaac Rosenberg

10 MCMXIV by Philip Larkin

