

NOA English

KS4

Knowledge Organisers



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Knowledge Organiser: Macbeth

Writer's Intent		Characters	
Macbeth is a play about how an individual can be corrupted by ambition. The tragic hero Macbeth is faced with these questions when he is provided with the Witches prophecies which lead him to believe he can be king and question free will. The tragic downfall of Macbeth allows Shakespeare to warn against pursuing similar acts, disrupting the divine right of kings.	Macbeth  Title character (eponymous protagonist), who is ambitious and ruthless despite his initial loyalty. He symbolises the evil within us all and what happens if we don't suppress these urges.	1. 'only vaulting ambition which o'erleaps itself' 2. 'I am in blood stepp'd so far' 3. 'It is a tale told by an idiot, full of sound and fury'	
	Lady Macbeth  Defies expectations of a Jacobean woman, often seen controlling her husband in the beginning. She is strong and ambitious but goes mad and dies off stage because of her actions.	1. 'Stop up the access and passage to remorse' 2. 'What's done is done' 3. 'all the perfumes of Arabia will not sweeten this little hand'	
	Macduff  A thane who is loyal to the crown and tries to re-instate Malcolm to the throne. Macbeth murders his wife and children killed leading to Macduff seeking revenge and fulfilling the witches' prophecy (he was not born of woman).	1. 'O nation miserable, with an untitled tyrant bloody-sceptered' 2. 'But I must also feel it as a man' 3. 'Macduff was from his mother's womb untimely ripped'	
Key Themes			
Ambition A desire and determination to achieve something. The Macbeths' unbridled ambition drives the play and acts as a warning to the audience. 	Banquo  Macbeth's friend his are sons prophesied to rule. Macbeth kills him and he returns as ghost, James I could trace his lineage back to Banquo.	1. 'to win us harm, the instruments of darkness tell us truths' 2. 'restrain in me the cursed thoughts' 3. 'I fear thou play'st most foully for it'	
Fate and free will Explores the ideas of whether we have a choice over our actions or if they are already laid out. This brings into question if Macbeth's actions are his choice. 	Duncan  Is a good king, showing us what this looks like as a comparison to Macbeth. He is murdered by Macbeth in Act 2.	1. 'there's no art to find the mind's construction in the face' 2. 'honour, like stars, shall shine on all deservers'	
	Malcolm  Is Duncan's son and heir to the throne. Like his father he is a good man. He flees to England after his father's murder and returns with an army, finally crowned.	1. 'wisdom plucks me from overcredulous haste' 2. 'Let every soldier hew him down a bough and bear't' 3. 'we reckon with your several loves and make us even'	
Kingship and Manhood Ideal kings and men should be honest, fair and have integrity. Shakespeare contrasts Macbeth with Duncan, Malcolm, Banquo and Macduff to show what makes a good king and man. 	The Witches  Supernatural beings who provide prophecies to Macbeth and Banquo. They could represent conscience and individuals free will. They have a clear appeal to James I - Shakespeare's patron.	1. 'Fair is foul, and foul is fair; hover through the fog and filthy air' 2. 'By the pricking of my thumbs, something wicked this way comes'	
Writer's Methods		Key Context	
Tragic Structure	Also known as the five act structure, is made up of the exposition (introduction to the characters), rising action, climax, falling action and the resolution.	Scotland V England 	They were traditional enemies who were united by James I (James VI of Scotland). The union was unpopular with many English lords, so the play attempts to promote Scotland.
Foil	Something or someone that makes another's good or bad qualities more noticeable.	Witchcraft 	James I was intensely fascinated by witchcraft, he was terrified they would threaten his reign. Also popular among Jacobeans.
Soliloquy	One character speaking to audience sharing genuine thoughts and feelings; Macbeth uses to make audience complicit	Divine Right of Kings 	It was believed that Kings were appointed by God as God's representative on earth. James I promoted this view to help secure his reign and stop attempts to dethrone him.
Setting	The place or surroundings where a scene takes place. It often highlights a key idea or tone for the scene.	Plots/ treason 	In James I early reign, there were many plots against him due (in part) to dissatisfaction with the monarchy and having a Scottish King. Most notable amongst these was the Gunpowder Plot led by Guy Fawkes.
Violence Many conflicts throughout the play – both large and small scale. It is linked to Macbeth's character whose violence increases as the play develops. 	Character arc		
The transformation, or inner journey, of a character over the course of a narrative.			



Knowledge Organiser: Macbeth

Key Word Glossary			
Word	Definition	Example	Word in Action
Atypical	Not the norm	Lady Macbeth was atypical for women at the time.	
Berate	to tell someone off.	The teacher was berating me for throwing paper across the room.	
Dichotomy	A division or contrast between two things that have polar or opposite qualities (e.g. good and bad, fair and foul).	There is often a dichotomy between what politicians say and what they do.	
Divine Right	the idea of God giving human beings their place in the “Great chain of being” therefore, if you were poor then you must accept it as it is God’s will.	Duncan’s position on the throne is his Divine Right .	
Dramatic irony	A type of irony, in which the significance of a character's words or actions are clear to the audience but unknown to the character.	The fact that the audience is aware of Macbeth’s misdeeds but the other characters on stage are not is dramatic irony .	
Equivocation	To say one thing while meaning something different; to use ambiguous language so as to conceal the truth or to avoid categorical statements.	He was told to do without equivocation .	
Fatal flaw	A fatal flaw in one's character, usually leading to the downfall of the hero or heroine. Also known by the Greek term <i>hamartia</i> .	Macbeth’s fatal flaw was his hubris and ability to be manipulated by his malevolent wife.	
Foreshadowing	To hint at events that are to come.	The witches prophecies foreshadowed events to come.	
Hierarchy	The order of things	Macbeth forced his way to the top of the hierarchy .	
Malevolent	Spiteful or wicked.	Lady Macbeth’s malevolence forced her husband to commit regicide.	
Pathetic fallacy	Using the weather to set the tone or atmosphere (e.g. fog and thunder symbolise the turmoil caused by the witches.)	Shakespeare uses pathetic fallacy to illustrate the evil of the three weird sisters.	
Recompense	Compensation for loss or harm done; also a reward for efforts or work performed.	King Duncan’s sons were in some way recompensed by the Divine Right of Kings being restored at the end of the play.	
Regicide	The killing of a king.	Macbeth’s first malevolent act was regicide .	
Tumultuous	Wild and riotous.	It was a series of tumultuous events that eventually brought about Macbeth’s downfall.	



Knowledge Organiser: A Christmas Carol

Writer's Intent		Characters	
A Christmas Carol is a novella that charts the protagonist's road to redemption. Scrooge is confronted with his character flaws and the decisions that have led to him becoming isolated and disliked. Scrooge's redemption allows Dickens to show the Victorian readers that they, like Scrooge, can adopt a more benevolent and Christian attitude to the poor and those around them.		Ebenezer Scrooge The protagonist who is miserly and cruel. He deliberately isolates himself from those around him demonstrating the behaviours that should be avoided. His redemption shows anyone can change.	1. Oh! But he was a tight-fisted hand at the grindstone 2. "Have they no refuge or resource?" cried Scrooge 3. The Spirits of all Three shall strive within me.
		Marley The dead business partner of Scrooge who acts as a warning of what will happen if Scrooge fails to change his ways.	1. Old Marley was as dead as a door-nail. 2. "I wear the chains I forged in life" 3. "I am here tonight to warn you, that you have yet a chance"
		Ghost of Christmas Past This ghost is presented as a combination of youth and age as he represents everything in Scrooge's life that has come before this moment. He shows Scrooge moments from Christmases past which have shaped his character to date.	1. "Your reclamation, then. Take heed!" 2. "Your lip is trembling [...] and what is that upon your cheek?" 3. Though Scrooge pressed it down with all its force, he could not hide the light
		Ghost of Christmas Present A jovial spirit who is representative of both Christ (through the crown of thorns) and Father Christmas (through his clothing). He shows Scrooge the true meaning of Christmas and how to spread joy to those around you, but also the ills of man.	1. free as its genial face, its sparkling eye, its open hand 2. opened its capacious palm, and floated on, outpouring 3. "They are your children! They are the children of all walk the world unseen"
Redemption The action of saving or being saved from error, or evil. Demonstrates that through embracing the Christmas spirit (Christian values as defined by Dickens) anyone can change and become a better and more likeable person.		Ghost of Christmas Yet to Come The most ominous of all of the spirits, often seen as representing death. He is the one feared most by Scrooge and shows a prediction of his fate if he does not change. In doing so he seals the moral of the story – that anyone can change.	1. The Phantom slowly, gravely, silently approached. 2. In the very air through which this Spirit moved it seemed to scatter gloom and mystery. 3. The spirit pointed from the grave to him, and back again.
		Bob Cratchit Scrooge's clerk. He is symbolic of the plight of the poor during the Victorian era but his positivity and belief demonstrates the positive Christian spirit Dickens is wanting to convey.	1. Tried to warm himself at the candle 2. "I'll give you Mr Scrooge the founder of the feast" 3. "Spirit of Tiny Tim, thy childish essence was from God!"
Family Dickens highlights the importance of Familial bonds and the joy these bring. He also shows how family can help in times of hardship.		Tiny Tim Bob Cratchit's crippled son who despite his circumstances remains hopeful and sees the best in people. He is a symbol of the spirit of Christmas.	1. "it might be pleasant to them to remember upon Christmas day who made lame beggars walk" (Cratchit recounting Tiny Tim) 2. "I see an empty seat" 3. "God bless us everyone"
Forgiveness Dickens shows others' forgiveness (a lack of resentment) as being vital to the path of redemption. He also looks at the need to forgive yourself for past wrongs.			
Poverty and Charity Poverty is the state of being extremely poor. Dickens explores the unjust treatment of this sector of society – predominantly through the Cratchits – highlighting the need for people to change. One of the ways Dickens suggests this can be done is giving voluntary help (typically money) to those in need. Dickens presents this as being an essential part of the Christmas spirit and beneficial to everyone.		Writer's Methods	
		Cyclical Structure There being clear parallels between the opening of a text and its conclusion. Often used to highlight the key themes in a plot.	Christmas 
		Didactic Intended to teach, particularly in having moral instruction as an ulterior motive.	Malthus 
		Foil Something or someone that makes another's good or bad qualities more noticeable.	Poor Law 
		Pathetic Fallacy Using the weather to set the tone or atmosphere (eg cold symbolising Scrooge's unkind character.)	Religion 
		Symbolism The use of symbols to represent ideas or qualities.	
		Key Context	
		Christmas By the end of the 19 th century, Christmas was seen as the most important celebration of the year. It had begun to be less religious and more family focused as seen in the celebrations in the novella.	
		Malthus Malthus believed that poverty caused overpopulation meaning there weren't enough supplies for everyone. Dickens disagreed.	
		Poor Law The Poor Law of 1834 withdrew financial help from the poor and forced many into workhouses. It was this mistreatment of the poor that Dickens was trying to highlight and prevent.	
		Religion Christianity was incredibly important in Victorian society, though the values mainly focussed on attending church and restricting yourself. However, Dickens believed that being a good Christian was in fact about being charitable and caring for others = something he demonstrates through Scrooge's redemption and his nephew Fred.	

Knowledge Organiser: A Christmas Carol

Key Word Glossary			
Word	Definition	Example	Word in Action
Apparition	a ghost or ghostlike image of a person.	Scrooge was visited by four apparitions .	
Artifice	clever or cunning devices or expedients, especially as used to trick or deceive others.	In this they succeeded, though not without a good deal of artifice .	
Epiphany	a moment of sudden and great revelation or realization.	Scrooge's epiphany is symbolic of the epiphany that Dickens wanted in the Victorian population.	
Era	a long and distinct period of history.	A social commentary on the Victorian era .	
Guilt	feelings of deserving blame especially for imagined offenses or from a sense of inadequacy : self-reproach	He was wracked by guilt .	
Injustice	lack of fairness or justice.	Dickens wanted to foreground social injustice in Victorian society.	
Social Commentary	is the act of using rhetorical means to provide commentary on issues in a society.	Dickens' A Christmas Carol acts as a social commentary on Victorian society.	
Isolation	the process or fact of being isolated, being alone	Isolation is a significant theme in the novella.	
Inequality	difference in size, degree, circumstances, etc.; lack of equality.	Social inequality is an important theme in A Christmas Carol as Dickens foregrounds the plight of the poor in Victorian society.	
Redemption	the action of saving or being saved from sin, error, or evil.	By the end of the novella, Scrooge sought redemption .	
Regret	feel sad, repentant, or disappointed over (something that one has done or failed to do).	By the end of the novella, Scrooge regrets his past.	
Tradition	the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.	It is a Christmas tradition that stems from the Victorian period that still features in our contemporary Christmas celebrations.	
Morose	Sullen and ill-tempered	He was morose .	



Knowledge Organiser: Animal Farm

Author: George Orwell (1903-1950)	A very short summary of <i>Animal Farm</i>			
~Also known as Eric Blair ~An English novelist, essayist, journalist and critic. ~A democratic socialist ~Critical of Stalin - thought Stalin (dictator of the Soviet Union from 1924-53) was a brutal dictator whose rule was founded on propaganda and terror. ~Wrote <i>Animal Farm</i> in 1943 - 1944 but it was not published until 1945 due to concerns about aggravating the Soviet Union during WW2 ~Also wrote the dystopian classic <i>Nineteen Eighty-Four</i>	<i>Animal Farm</i> is a short allegorical novel about a group of animals who take control of the farm they live on. The animals get fed up of their master, Mr Jones, so overthrow him and take over the farm in the Rebellion (Chapter 2). Once they are free of the tyrant Mr Jones, life on the farm is good for a while and there is hope for a happier future of less work, better education and more food. They live by the principles of Animalism set out in the Commandment (an allegory for Communism), (Chapter 2&3). The animals work together to protect the farm (now called 'Animal Farm') from an attack by Mr Jones and some fellow humans (Battle of the Cowshed, Chapter 4). However, trouble brews as two pigs, Napoleon and Snowball, fight for the hearts and minds of the other animals on the farm. Napoleon seizes power by force (using the dogs he has secretly trained) and Snowball is exiled (Chapter 5). Napoleon becomes an unchallenged dictator and ends up exploiting the animals just as Mr Jones had done, breaking the rules of Animalism, including trading with neighbouring human farms (Chapter 6-8). This downwards trajectory continues in Chapter 9-10, where the pigs start to behave and even dress like the humans and Boxer, the noble horse who represents the proletariat, is denied his promised retirement and sent to the Knackers when he has reached the end of his usefulness to the pigs. In the iconic final scene in Chapter 10, the other animals on the farm are no longer able to tell the pigs and the human leaders (Pilkington and Frederick) apart, which is symbolic the fact that one totalitarian regime has been replaced by another.			
Orwell's Core Message	Key themes in <i>Animal Farm</i>		Key Characters in <i>Animal Farm</i>	
Orwell wrote <i>Animal Farm</i> as a 'fairy story' with the intent of teaching his readers of the dangers of totalitarian regimes of all kinds (from Fascism to Communism). In a very famous essay called 'Why I Write' Orwell says that, 'Every line of serious work that I have written since 1936 has been written, directly or indirectly, against totalitarianism and for democratic socialism, as I understand it'. The microcosm of <i>Animal Farm</i> is meant to be representative of what Orwell saw in the tyrannical regimes that were rife in twentieth century Europe. He was in this sense a very political writer with a clear purpose.	Revolution	The overthrow of one government by another or by another political party or armed group. Usually involves force/violence. E.g. the Russian Revolution of 1917 or the Rebellion at the start of <i>Animal Farm</i> .	Napoleon	The 'fierce-looking Berkshire boar...with a reputation for getting his own way' who emerges as a natural leader , alongside Snowball after the Rebellion. After exiling Snowball in Chapter 5, he builds a totalitarian regime based on terror and lies. Napoleon is based on Stalin and other totalitarian rulers.
	Leadership & Corruption	Leadership means being in a position of power. Too much power can lead to corruption: 'Absolute power corrupts absolutely'. In <i>Animal Farm</i> , corrupt leadership passes from Mr Jones to Napoleon and the pigs. There is no model of good leadership in the novel.	Mr Jones	Mr Jones , an alcoholic 'who was too drunk to remember to shut the popholes' was the owner of Manor Farm before the Rebellion. He represents despotic totalitarian rulers, such as Tsar Nicholas of Russia before the Russian Revolution in 1917. Typically these sorts of rulers were selfish and cared little about the welfare of their people.
	Inequality	It is the animals' awareness of the inequality that they are living under, under Mr Jones' regime that leads to the Rebellion . However, after a brief moment of equality (Chapter 2-3), the animals begin to be exploited by the pigs and end up living in a similarly unequal regime.	Old Major	Loosely based on Karl Marx (the inventor of Marxism) and Vladimir Lenin (one of the leaders of the Russian Revolution), Old Major , is an old pig who only appears in Chapter 1 (before he dies) and gives a speech in which he sets out the ideas behind Animalism and inspires the other animals to rebel.
Orwell's Overall Purpose The cyclical nature of <i>Animal Farm</i> illustrates the inevitability of exploitation of the people (the proletariat) if they are not educated. Orwell's overall purpose can thus be characterised as a clear desire to inspire the working classes to educate themselves and to hold their leaders to account and to insist on democracy: 'the masses should be alert and 'know how to chuck out their leaders when they have done their job' (Orwell, 1946).	Education & The Power of Language	Education is act of learning or of conveying more information about something. In <i>Animal Farm</i> education becomes a tool of power because the pigs are more educated than the other animals and this enables them to form a hierarchy of animals, which they are at the top of. Napoleon and Squealer both use their superior education to manipulate the other animals into believing their lies, through using persuasive language and propaganda.	Boxer	Boxer , (who is symbolic of the proletariat) is a tremendously strong and honourable but he is not intelligent (' Boxer could not get beyond the letter D'). He believes deeply in Animalism and Napoleon especially ('Napoleon is always right') but is ultimately exploited and murdered by the pigs (Ch 9).
			Squealer	Squealer is another pig, who is amazing at speaking persuasively ('he could turn black into white') and convincing the animals that the pigs are acting in their best interests. He represents the propaganda that is often used to support tyrannical regimes.
	Oppression & Violence	<i>Animal Farm</i> is marked by oppression and violence from the start (under Mr Jones). After a brief moment of respite, Napoleon uses the tools of violence and propaganda to control the animals and establish his totalitarian regime.	Snowball	Snowball is an intelligent pig who believed in the values of Animalism but was also power hungry. He is outwitted by Napoleon and exiled from the farm. He is an allegory for Leon Trotsky.

Knowledge Organiser: Animal Farm

Key Words, Concepts and Methods used in <i>Animal Farm</i>		
Word	Definition	Example
Allegory	A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.	<i>Animal Farm</i> is an allegory for a totalitarian regime
Capitalism	An economic and political system in which property and businesses are controlled by private owners rather than by the state, with the purpose of making a profit.	The western world is built on capitalism . Profitability runs the economy.
Communism	The belief in a society without different social classes. Wealth, power, and rights are shared equally between all citizens. The model for Animalism in <i>Animal Farm</i> .	Communism is said to be the greatest idea that can never work, because all it takes is one person to exploit the system for it to fail.
Cult of Personality	A type of leadership where the leader becomes a figure of love and worship. The focus becomes less about ideas and more about the person.	Napoleon builds up a cult of personality throughout the novel, <i>Animal Farm</i> . Another pig called Minimus writes worshipful songs about him.
Cyclical Structure	When conditions at the end of a story are in many ways similar to those at the start.	Orwell uses the cyclical structure in <i>Animal Farm</i> to mirror the idea that without democracy , one totalitarian regime will just be replaced by another.
Democracy	Democracy is often said to mean 'rule by the people'. An example of this is any system of government in which people vote their elected representatives into parliament.	Democracy is never established in <i>Animal Farm</i> because the pigs take control over the other animals and refuse to implement democratic systems (such as voting).
Dictator	A person with supreme authority over a group of people, usually a country. Their word is law.	During <i>Animal Farm</i> , we meet several dictators , Mr Jones, Napoleon and Frederick.
Foreshadow	A warning or indication of a future event.	The pigs stealing the milk and apples (Ch 3) foreshadows that the inequality that follows.
Microcosm	Where a large place, often a country, is represented by a much smaller place and aspects of the larger place have been 'shrunk' or distilled into aspects of the smaller place.	The farm in <i>Animal Farm</i> is a microcosm for the Russian Revolution and totalitarian regimes in general.
Paradox	A statement that contains two contradictory ideas.	The final commandment 'all animals are equal but some are more equal than others' is a paradox because you logically cannot be 'more equal' than someone else.
Pathos	Something or someone who appeals to the emotions of the reader and makes them feel sympathy.	Boxer's death in Chapter 9 produces feelings of pathos in the reader because we feel sympathy for this honourable character.
Proletariat	A term used to refer to workers without high status, especially industrial workers.	In <i>Animal Farm</i> , the character of Boxer represents the proletariat .
Propaganda	Using language as a means to persuade or control a group of people. Propaganda affects their thoughts and behaviour.	The character of Squealer regularly uses propaganda to brainwash and indoctrinate the other animals in <i>Animal Farm</i> .
Rhetorical Question	A question asked in order to create a dramatic effect or to make a point rather than to get an answer. Often used as part of persuasive speech or as a rhetorical device.	Squealer is very well-known for his rhetoric (persuasive speech) and particularly his rhetorical questions , such as, "Surely there is no one among you who wants to see Jones come back?".
Social Democracy	Social democracy is frequently considered a practical middle course between capitalism and socialism. It is a political ideology that supports the establishment of a democratically run and decentralized form of socialist economy.	Orwell was a socialist democrat because he believed in a socialist society where the state would play a significant role in taking care of people but that it would still be a democracy with elections and other democratic structure.
Syntactic Parallel	Two or more phrases or clauses in a sentence that have the same grammatical structure.	The final sentence of <i>Animal Farm</i> is a syntactic parallel , which cements the cyclical structure of the novel: The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which.
Totalitarianism	A system of government where one person has absolute power and all citizens are subservient.	The animals live in a totalitarian regime – they have no rights and live in fear.
Tyranny	The unchecked and particularly cruel use of power by a tyrant or tyrants to subdue and rule over citizens.	Napoleon uses various types of tyranny (violence, propaganda, corruption) to crush the spirits of the people.

Knowledge Organiser: Power and Conflict poetry.

Poet: Poem	Context	Writer's Intent	Themes	Methods	Comparison poems
Ted Hughes <i>Bayonet Charge</i>	- Set in World War 1. - Hughes' father had survived the battle of Gallipoli - Idealism of patriotism and the reality of fighting and killing.	- He may have wished to draw attention to the hardships of trench warfare. - Wanted to illustrate the false patriotism associated with war.	Conflict, Power, Reality of War, Nature, Bravery, Patriotism	- The poem starts 'in medias res': in the middle of the action, to convey shock and pace. - Enjambment maintains the momentum of the charge - Time stands still in the second stanza to convey the soldier's bewilderment and reflective thoughts. - Contrasts the visual and aural imagery of battle with the internal thoughts of the soldier = adds to the confusion.	Reality of war Charge of the Light Brigade Poppies Suffering War Photographer Remains Exposure
Alfred Lord Tennyson <i>Charge of the Light Brigade</i>	- Many British soldiers died due to a blunder in delivering orders. -Describes a cavalry charge against Russians who shoot at the lightly-armed British with cannon from three sides of a long valley. -Of the 600 hundred who started the charge, over half were killed, injured or taken prisoner.	- As Poet Laureate, he had a responsibility to inspire the nation and portray the war in a positive light - Although Tennyson glorifies the soldiers who took part, he also draws attention to the fact that a commander had made a mistake: "Someone had blunder'd". - It is a celebration of the men's courage and devotion to their country, symbols of the might of the British Empire.	Conflict, Suffering, Reality of War, Patriotism	- This is a ballad, a form of poetry to remember historical events. 6 verses, each representing 100 men who took part. - First stanza tightly structured, mirroring the cavalry formation. Structure becomes awkward to reflect the chaos of battle and the fewer men returning alive. - Dactylic dimeter (HALF-a league / DUM-de-de) mirrors the sound of horses galloping and increases the poem's pace. - Repetition 'six hundred' at the end of each stanza (epistrophe) emphasises huge loss.	Reality of war Bayonet Charge Poppies
Wilfred Owen <i>Exposure</i>	- Written in 1917 before Owen went on to win the Military Cross for bravery, and was then killed in battle in 1918: the poem has authenticity as it is written by an actual soldier - Of his work, Owen said: "My theme is war and the pity of war".	- Despite highlighting the tragedy of war and mistakes of senior commanders, he had a deep sense of duty. - Imagery of cold and warm reflect the delusional mind of a man dying from hypothermia. - Owen wanted to draw attention to the suffering, monotony and futility of war.	Conflict, Suffering, Nature, Reality of War, Patriotism	- Contrast of Cold>Warm>Cold imagery conveys Suffering>Delusions>Death of the hypothermic soldier. - Repetition of "but nothing happens" creates circular structure implying never ending suffering - Rhyme scheme ABBA and hexameter gives the poem structure and emphasises the monotony. - Pararhymes (half rhymes) ("nervous / knife us") only barely hold the poem together, like the men	Suffering War Photographer Remains Bayonet Charge
Simon Armitage <i>Remains</i>	"These are poems of survivors – the damaged, exhausted men who return from war in body but never, wholly, in mind." Simon Armitage - Written to coincide with a TV documentary about those returning from war with PTSD. Based on Guardsman Tromans, who fought in Iraq in 2003.	- Speaker describes shooting a looter dead in Iraq and how it has affected him. - To show the reader that mental suffering can persist long after physical conflict is over.	Conflict, Suffering, Reality of War	- Monologue, told in the present tense to convey a flashback (a symptom of PTSD). - First four stanzas are set in Iraq; last three are at home, showing the aftermath. - Enjambment between lines/stanzas conveys conversational tone; gives a fast pace, especially when conveying the horror of killing - Repetition of 'Probably armed, Possibly not' conveys guilt and bitterness.	Suffering War Photographer Bayonet Charge Exposure
Carol Ann Duffy <i>War Photographer</i>	- Duffy was inspired to write this poem by her friendship with a war photographer. - Like Tennyson and Ted Hughes, Duffy was the Poet Laureate.	- The challenge faced by these people whose job requires them to record terrible, events without being able to help. - The location is ambiguous and therefore universal: ("Belfast. Beirut. Phnom Penh.") - Conveys both the brutality of war and the indifference of those who might view the photos in newspapers and magazines.	Conflict, Suffering, Reality of War	- Enjambment – reinforces the sense that the world is out of order and confused. - Rhyme reinforces the idea that he is trying to bring order to a chaotic world – to create an understanding. - Contrasts: imagery of rural England and nightmare war zones. - Third stanza: A specific image – and a memory – appears before him.	Suffering Remains Bayonet Charge Exposure

Knowledge Organiser: Power and Conflict poetry.

Jane Weir Poppies	- The conflict is deliberately ambiguous to give the poem a timeless relevance to all mothers and families - Set around the time of the Iraq and Afghan wars	- There are hints of a critical tone; about how soldiers can become intoxicated by the glamour of war: “a blockade of yellow bias” and “intoxicated”. - Offers an alternative interpretation of bravery in conflict: doesn’t focus on a soldier but on the mother, who is left behind and must cope with his death.	Bravery, Reality of War, Suffering, Childhood	- This is an Elegy, a poem of mourning. - Strong sense of form despite the free verse, stream of consciousness addressing her son directly – poignant - No rhyme scheme makes it melancholic while enjambment gives it an anecdotal tone. - Nearly half the lines have caesura – she is trying to hold it together but can’t speak fluently as she is breaking inside.	Reality of war Charge of the Light Brigade Bayonet Charge Exposure
Beatrice Garland Kamikaze	- Cowardice or surrender was a great shame in wartime Japan. - In World War 2, Japanese Kamikaze pilots would fly manned missiles into targets such as ships.	To surrender meant shame for you and your family, and rejection by society. Garland explores that theme: “he must have wondered which had been the better way to die”.	Conflict, Power, Patriotism, Shame, Nature, Childhood	- Narrative and speaker is third person, representing the distance between her and her father, and his rejection by society. - The first five stanzas are ordered (whilst he is on his set mission). - Only full stop is at the end of Stanza Five: he has made his decision to turn back. - Final two stanzas are in italics and have longer lines to represent the fallout of his decision: life has shifted and will not be the same. - Direct speech (“My mother never spoke again”) gives the poem a personal tone	Pride and Power of Man My Last Duchess Bravery Poppies Charge of the Light Brigade Bayonet charge
Seamus Heaney Storm on the Island	- Seamus Heaney was Northern Irish, he died in 2013. - This poem was published in 1966 at the start of ‘The Troubles’ in Northern Ireland: a period of deep unrest and violence between those who wanted to remain part of the UK and those who wanted to become part of Ireland.	- Heaney uses the storm as a metaphor for The Troubles in Ireland. - Heaney describes how they felt they were prepared but were overwhelmed by the magnitude of power. - The first eight letters of the title spell ‘Stormont’: this is the name of Northern Ireland’s parliament. The poem might be a metaphor for the political storm that was building in the country at the time	Power of Nature, Fear	- Written in blank verse and with lots of enjambment: this creates a conversational and anecdotal tone. ‘We’ (first person plural) creates a sense of community, and ‘You’ (direct address) makes the reader feel immersed. - The poem can split into three sections: Confidence: ‘We are prepared.’ (ironic) The violence of the storm: ‘It pummels your house’ Fear: ‘it is a huge nothing that we fear.’ - There is a turning point (a volta) in Line 14: ‘But no:’. The monosyllabic phrase, and caesura, reflects the final calm before the storm.	Power of Nature Extract from <i>The Prelude</i> Ozymandias Tissue Fear The Emigrée Extract from <i>The Prelude</i>
Carol Rumens The Emigrée	- Written in 1993 ‘Emigrée’ – a female who is forced to leave their country for political or social reasons. - Increasingly relevant to many people in current world climate	- The poet explores the power of place and home as formative in shaping a person’s identity. - The personification of the home country creates an emotional relationship. - The poet may have been wanting to highlight the plight of displaced persons.	Conflict, Power, Identity, Protest, Bravery, Childhood	- The last line of each stanza is the same (epistrophe): “sunlight”: reinforces the overriding positivity of the city and of the poem. The first two stanzas have lots of enjambment – conveys freedom. The final stanza lots of full-stops – conveys feeling of entrapment. “My city hides behind me”: it is vulnerable and – despite the fact that she had to flee – she is strong. - Semantic field of conflict: “Tyrant, tanks, frontiers”	Fear Storm on the Island Extract from <i>The Prelude</i> Identity Checking Out Me History Kamikaze
John Agard Checking Out Me History	- John Agard was born in the Caribbean in 1949 and moved to the UK in the 1970s. - His poetry challenge racism and prejudice. - This poem may, to some extent, have achieved its purpose: in 2016, a statue was erected in London in honour of Mary Seacole, one of the subjects of the poem	- Represents the voice of a black man who is frustrated by the Eurocentric history curriculum in the UK – which pays little attention to the black history. - Black history is quoted to emphasise its separateness and to stress its importance.	Power, Protest, Identity, Childhood	- Dramatic monologue, with a dual structure. - Stanzas concerning Eurocentric history (normal font) are interspersed with stanzas on black history (in italics to represent separateness and rebellion). - Black history sections arranged as serious lessons to be learned; traditional history as nursery rhymes, mixed with fairytales (mocking of traditional history). - The lack of punctuation, the stanzas in free verse, the irregular rhyme scheme and the use of Creole could represent a rejection of the rules. - Repetition of “Dem tell me”: frustration.	Identity The Emigrée Inequality and anger London



Knowledge Organiser: Power and Conflict poetry.

Imtiaz Dharker <i>Tissue</i>	Imtiaz Dharker was born in Pakistan and grew up in Glasgow. 'Tissue' is taken from a 2006 collection of poems entitled 'The Terrorist at My Table': the collection questions how well we know people around us.	- The poet explores the paradox that although paper is fragile, temporary and ultimately not important, we allow it to control our lives. - Also, although human life is much more precious, it is also fragile and temporary.	Power of Nature, Control, Identity	- The short stanzas create many layers, which is a key theme of the poem (layers of paper/ the creation of human life through layers) - Lack of rhythm/rhyme but with enjambment creates the effect of freedom and openness. - All stanzas have four lines, except the final stanza which has one line ('turned into your skin'): this line focuses on humans, and addresses the reader, reminding us we are fragile and temporary.	Power of Nature Ozymandias Storm on the Island Extract from <i>The Prelude</i>
William Blake <i>London</i>	- The poem was published in 1794, a time of great poverty in many parts of London. - Much of his work was influenced by his radical political views: he believed in social and racial equality. This poem is part of the 'Songs of Experience' collection, which focuses on how innocence is lost and society is corrupt. - He also questioned the teachings of the Church and the decisions of Government.	- The poem also addresses the loss of innocence and the determinism of inequality: how new-born infants are born into poverty. - The poem uses rhetoric (persuasive techniques) to convince the reader that the people in power (landowners, Church, Government) are to blame for this inequality	Power, Inequality, Loss, Anger	- A dramatic monologue, there is a first-person narrator ('I') who speaks passionately about what he sees. - Simple ABAB rhyme scheme: reflects the unrelenting misery of the city, and perhaps the rhythm of his feet as he trudges around the city. - First two stanzas focus on people; third stanza focuses on the institutions he holds responsible; fourth stanza returns to the people – they are the central focus.	Inequality and anger Checking Out Me History Suffering Remains Bayonet Charge Exposure
Percy Bysshe Shelley <i>Ozymandias</i>	- Shelley was a poet of the 'Romantic period' (late 1700s and early 1800s). Romantic poets were interested in emotion and the power of nature. - Shelley also disliked the concept of a monarchy and the oppression of ordinary people. - He had been inspired by the French revolution – when the French monarchy was overthrown.	The poem is ironic and one big metaphor: Human power is only temporary – the statue now lays crumbled in the sand, and even the most powerful human creations cannot resist the power of nature.	Power of Nature, Decay, Pride	- A sonnet (14 lines) a poetic form usually associated with love for a person – could be a reference to Ozymandias' love of himself. - The structure is normal until a turning point (a volta) at Line 9 (..these words appear). This reflects how human structures can be destroyed or decayed. The iambic pentameter rhyme scheme is also disrupted or decayed. - First octave of the sonnet: the statue is described in parts to show its destruction. - Final two lines: the huge and immortal desert is described to emphasise the insignificance of human power and pride.	Power of Nature Storm on the Island Extract from <i>The Prelude</i> Tissue
Robert Browning <i>My Last Duchess</i>	- Browning was a British poet, and lived in Italy. The poem was published in 1842. - Browning may have been inspired by the story of an Italian Duke (Duke of Ferrara): his wife died in suspicious circumstances and it was rumoured that she had been poisoned.	To illustrate the power of men within a patriarchal society and to highlight the ease at which money and status allows power to be abused.	Power, Pride, Control, Jealousy, Status	- Dramatic Monologue, in iambic pentameter. - It is a speech, pretending to be a conversation – he doesn't allow the other person to speak. - Enjambment: rambling tone, he's getting carried away with his anger. - Heavy use of caesura (commas and dashes): stuttering effect shows his frustration and anger: 'She thanked men, – good! but thanked / Somehow – I know not how'	Pride and Power of Man Ozymandias Tissue Kamikaze
William Wordsworth <i>Extract from The Prelude</i>	- Published shortly after his death, <i>The Prelude</i> the story of William Wordsworth's life. - This extract is the first part of a book entitled 'Introduction – Childhood and School-Time'. - Wordsworth was a romantic poet and so his poetry explores themes of nature, and human emotion.	- The writer's intent is to illustrate the loss of innocence and childhood – childish confidence gives way to the understanding of one's own insignificance in the world. - The power of nature in comparison to the individual is a key concept for Wordsworth and is illustrated the reiteration of how huge the mountain is and reference to the sky's expanse.	Power of Nature, Fear, Childhood	- First person narrative – creates a sense that it is a personal poem. - The regular rhythm and enjambment add to the effect of natural speech and a personal voice. - The extract can be split into three sections, each with a different tone to reflect his shifting mood: Lines 1-20: (rowing) carefree and confident Lines 21-31: (the mountain appears) dark and fearful Lines 32-44: (following days) reflective and troubled - Contrasts in tone: 'lustily I dipped my oars into the silent lake' versus 'I struck and struck again' and 'with trembling oars I turned'	Power of Nature Storm on the Island Ozymandias Tissue

Knowledge Organiser: Power and Conflict poetry.

Key Word Glossary			
Word	Definition	Example	Word in Action
Metaphor	comparing one thing to another	The storm in Storm on the Island	
Simile	comparing two things with 'like' or 'as'		
Personification	giving human qualities to the nonhuman	<i>My city hides behind me</i> – The Emigrée	
Imagery	language that makes us imagine a sight (visual), sound (aural), touch (tactile), smell or taste.		
Tone	the mood or feeling created in a poem		
Pathetic Fallacy	giving emotion to weather in order to create a mood within a text		
Irony	language that says one thing but implies the opposite eg. sarcasm.		
Colloquial	informal language, usually creates a conversational tone or authentic voice.	<i>And one of them legs it up the road</i> - Remains	
Onomatopoeia	– language that sounds like its meaning		
Alliteration	words that are close together start with the same letter or sound.		
Sibilance	the repetition of s or sh sounds.		
Assonance	the repetition of similar vowel sounds		
Consonance	repetition of consonant sounds		
Plosives	short burst of sound: t, k, p, d, g, or b sound.	<i>King of kings</i> - Ozymandias	
Stanza	a group of lines in a poem		
Repetition	repeated words or phrases	<i>Probably armed, possibly not</i> - Remains	
Enjambment	a sentence or phrase that runs onto the next line.		
Caesura	using punctuation to create pauses or stops	<i>We are prepared: we build our houses squat</i> – Storm on the Island	
Juxtaposition	contrasting things placed side by side.		
Oxymoron	a phrase that contradicts itself		
Anaphora	when the first word of a stanza is the same across different stanzas.		
Epistrophe	when the final word of a stanza is the same across different stanzas.	<i>The six hundred</i> – Charge of the Light Brigade.	
Volta	a turning point in a poem.		
Free Verse	poetry that doesn't rhyme.		
Blank Verse	poem in iambic pentameter, but with no rhyme.		
Sonnet	poem of 14 lines with clear rhyme scheme.		
Rhyming Couplet	– a pair of rhyming lines next to each other.		
Meter	– arrangement of stressed/unstressed syllables		

FLIRTS:

Form

What type of poem is it: Narrative? Sonnet? Ballad? Dramatic Monologue?

Language

What words or punctuation marks have been chosen carefully to have an impact? What sentence choices stand out: single word? Interrogative? Imperative?

Imagery

Any sensory pictures? Any simile/ metaphor/ personification/ symbolism? Allusions to other texts or figures – historical, literary?

Rhythm / Rhyme

Is there a regular or irregular rhythm / rhyme scheme? Is there end of line rhyme, internal line rhyme, or alternate line rhyme?

THEME

What are the main ideas/ feelings expressed?

Structure

How are the ideas organised/ sequenced/ grouped in the poem? Any recurring motif? line? Word or grammar patterning?

Remember this is NOT a checklist. Flirt with it! What attracts you in the poem? Never say ‘there is no.....’. Write about what IS in the poem and suggest reasons for these choices that are linked to the main theme/idea.

Unseen Poetry Knowledge Organiser

EXAM ADVICE

1.

Read the question first and highlight the **focus**: Love? Relationships? Growing up? Anger? Power? Change?

2.

Read through the poem once to get a sense of the main ideas and **theme** that links to the focus of the question. Ask yourself:

What is happening in the poem? (Don’t ignore the title here!)

Who seems to be speaking, to who? (Pronouns can help you here)

What tone is the poem – Confrontational? Sorrowful? Excited? Pleading?

3.

Read through the poem a second time and highlight the **methods** that help to bring out that theme:

Form

Language

Imagery

Rhythm and Rhyme

Structure

4.

Organise/number your methods so you can analyse your **2 best language points and 1 form or structure point** (or three language points) and write these up as **WHAT/HOW/WHY** paragraphs.

5.

Leave 2-5 mins to check your ideas. Often, by the end of your writing, you’ve discovered more meaning in the poem and can improve your first paragraph

TOP TIPS:

✓ Say a lot about a little

✓ Link every idea to the question focus / main theme

✓ Choose ‘juicy’ or ‘diveable’ quotes that will allow you to consider layers of meaning

✓ Refer to the ‘speaker’ in the poem when you are commenting on what seems to be said in the poem: ‘The speaker seems to want....’

✓ Refer to the poet by their surname when you comment on methods used: ‘Armitage might choose to use the simile of a ... to emphasise’

✓ Use tentative language ‘could’, ‘maybe’, ‘perhaps’, ‘might’, ‘may’ to make suggestions about meaning

✓ Look for alternative meanings – ‘or’ is a magic word in analysis

SENTENCE STEMS:

What? (Point & Evidence)

On first reading... The speaker perhaps wants...

A significant line is... This is evidenced by...

How? (Technique Analysis)

The poet perhaps uses/chose [method] to suggest/ mimic/ represent...

The word ‘?’ means which could imply/ emphasise/ illustrate/ link with ...

There are lots of examples of ? in the poem which...

(To develop) Furthermore, ... Moreover, Further support for this can be found in...

(To explore) Alternatively,or... (To evaluate) This is effective in making the reader...

Why? (Link)

The poet may be trying to... or wants the reader to... The poet’s message seems to be that...

Poetic Terms

Alliteration:

words that begin with the same initial sound, e.g. ‘flowing flakes that flock’

Allusion:

reference to another text or idea, e.g. ‘the valley of Death’

Ambiguous:

when something is left deliberately unclear, e.g. the final lines of Bayonet Charge.

Anaphora:

repetition of a phrase at the start of a line or sentence, e.g. “Cannon to”, “Dem tell me”

Assonance:

words that share the same vowel sound, e.g. ‘wearied we keep awake because’

Caesura:

a pause in a line of poetry, e.g. ‘Nothing beside remains. Round the decay’

Connotations:

what a word or phrase suggests, e.g. ‘black’ usually connotes darkness, evil or death.

End stopped line:

opposite of enjambment, where a line stops, e.g. ‘We are bombarded by the empty air.’

Enjambment:

where a line has no punctuation at the end and breaks onto a new line, but carries on an idea, e.g. ‘One of my mates goes by / and tosses his guts back into his body.’

Hyperbole:

deliberate exaggeration, used to emphasise a point.

Iambic pentameter:

a line of poetry with 10 syllables, e.g. ‘The lone and level sands stretch far away.’

Juxtaposition:

placing two opposite images or ideas together for effect

Metaphor:

describing something by saying it is something else, e.g. ‘mind-forged manacles’,

Monologue:

one person speaking (dramatic monologue), e.g. My Last Duchess.

Motif:

a repeated idea or theme.

Narrative:

writing that tells a story.

Onomatopoeia:

use of words which echo their meaning in sound, e.g. ‘thunder’d’

Oxymoron:

two words that seem to contradict each other, e.g. ‘exploding comfortably’

Personification:

giving an object or animal human characteristics, e.g. ‘the wind’s nonchalance’

Poetic Persona:

when the poet takes on a voice in the poem

Quatrain:

a group of four lines

Refrain:

repeating of a single or group of lines in a poem, e.g. ‘Rode the six hundred.’ ‘But nothing happens.’

Repetition:

repeating the same word or phrase, e.g. ‘a huge peak, black and huge’, ‘I struck and struck again’, ‘Half a league, half a league / Half a league’, ‘his bloody life in my bloody hands’

Rhyme Scheme:

abbcca etc

Rhyming couplets:

Two lines that rhyme next to each other, e.g. ‘Plunged in the battery-smoke / Right thro’ the line they broke’

Rhythm:

is the beat or pace of the words. It can be regular or irregular, slow or fast, depending on the effect the poet wants to create.

Sibilance:

repetition of ‘s’ or ‘sh’ sounds, e.g. ‘Storm’d at with shot and shell’

Simile:

imagery comparison using as or like, e.g. ‘little fishing boats / strung out like bunting’

Stanza:

is a section of a poem sometimes referred to as a verse

Symbolism:

when object stands for something else, e.g. ‘dove’ = peace and hope.

Tone:

mood or feelings suggested by the poem.

Volta:

a turning point in a poem often signalled by a discourse marker eg ‘But...’ or ‘Then...’

Language Paper 1 Knowledge Organiser – Total Time 1 hour 45 minutes

Question	Skill	Marks	Amount to write	Timing (approx. – some time for proof reading at end)
Read and IR Code extract				10-15 minutes
1	Retrieval – Read the given lines and tick the correct answer for a set of 4 questions	4	Tick the four correct answers	4 minutes
2	Analyse writer's language methods from a given portion of the extract. You must name writer's methods, explain how the quotation proves your idea and explore effects on reader.	8	2-3 analytical paragraphs	10 minutes
3	Analyse how the writer has structured the text to create tension/excitement etc. Look particularly at beginning, how the text is then developed and the end of the text. You must explore effects on reader.	8	2-3 paragraphs	10 minutes
4	Evaluate to what extent you agree with a certain statement. You must remember to analyse writer's methods and think about the effects on the reader. Take no more than 5 minutes to think about the answer before you begin to write.	20	3 paragraphs	20 minutes
5 (Section B)	Write a description or the opening of a story. Use the picture as a 'jumping off point'. Do not just describe it; you must use your imagination. Remember you are marked for AO5 on your structure and content (i.e. your ideas) and AO6 on your accuracy of sentences, spelling and punctuation.	40 (AO5 24 + AO6 16)	4 paragraphs (Drop, Zoom, Flash, Echo)	45 minutes (10 mins planning)

Language Paper 2 – Total Time 1 hour 45 minutes

Question	Skill	Marks	Amount to write	Timing (approx. – some time for proof reading at end)
Read non-fiction extracts 1 = Modern 2= 19 th Century				12-15 minutes (with IR code)
1	True/False. Shade in circle of 'True' answers. Read all answers through before choosing.	4	Shade in the circles.	3 minutes
2	Summarise the similarities/differences between the two texts. E.g. What can you infer about the differences between the two trains? No analysis needed. Look for similarities/differences between 2 texts. • Difference, quote from 1st text, inference, link to 2nd text, quote from 2nd text, inference • Repeat steps for 2nd paragraph. • SQIDCSQID structure	8	2-3 paragraphs	10 minutes
3	Analyse writer's methods from a given portion of the extract. You must name writer's methods, explain how the quotation proves your idea and explore effects on reader.	12	2 paragraphs	15 minutes
4	Compare writer's perspectives. This will require comparison but this time you will need to think about the methods that the writers use to show their viewpoint. As always with an analysis question, name the method, explain how the method proves your idea and explain the effect on the reader.	16	2-3 paragraphs	Planning: 3 minutes Writing: 17 minutes
5 (Section B)	You will be asked to write an article/speech/letter on a given topic. It may well be linked to the topic in your extracts. Remember you are marked for AO5 on your structure and content (i.e. your ideas) and AO6 on your accuracy of sentences, spelling and punctuation.	40 (AO5 24 + AO6 16)	4/5 paragraphs	Planning: 10 minutes Writing: 35 minutes