



KS4 Knowledge Organiser

Subject:

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Knowledge Organiser instructions:

You will be set three pieces of homework per week and you should use the information from each topic to make a poster or a mind map. You will need to bring your work in to school and will be quizzed on each topic in class.

At the back of the knowledge organiser there are some suggested extra tasks that could be completed on top of the homework you will be set.



**For further support,
follow this link to the
school website.**

Homework Schedule for the Term

Week	Subject and section	Revision technique
2 (B)	English, Maths and Science: Topic 1	Create a mind map for the information in Topic 1
3 (A)	Options: Topic 1	Create a mind map for the information in Topic 1
4 (B)	English, Maths and Science: Topic 2	Create a poster using the information in Topic 2
5 (A)	Options: Topic 2	Create a poster using the information in Topic 2
6 (B)	English, Maths and Science: Topic 3	Create a mind map for the information in Topic 3
7 (A)	Options: Topic 3	Create a mind map for the information in Topic 3

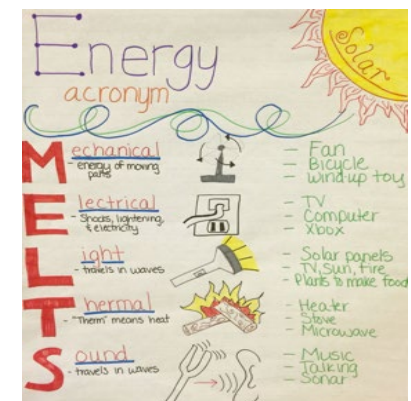
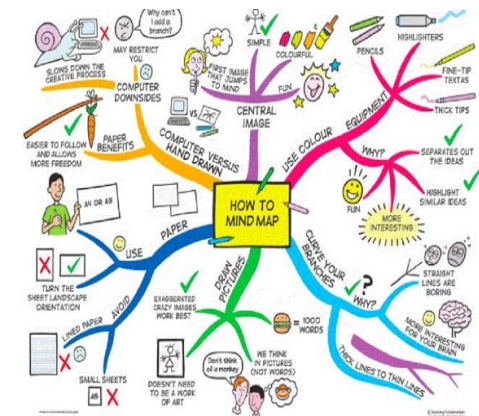
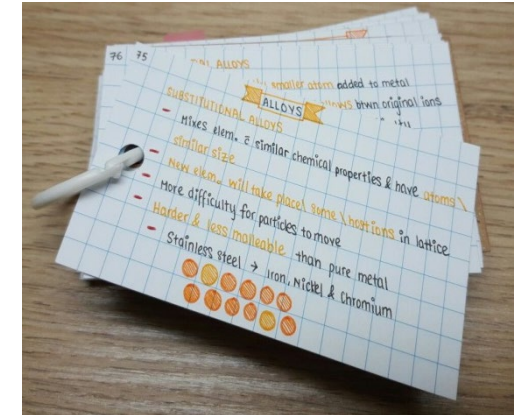
Optional Extra Tasks

If you would like to spend more time working independently to develop excellence in your subjects. Here is a suggested timetable for you to follow. If you have forgotten your usernames and passwords for these apps, speak to your form tutor and they will be able to support you.

Monday	Spend 30mins on Pixl Lit completing a revision Quiz on Macbeth/AIC/Frankenstein
Tuesday	Spend 30 minutes on Pixl Maths completing a revision quiz on a topic you are finding challenging.
Wednesday	Spend 30 minutes on GCSE Pod revising one of your option subjects e.g. History/Geography
Thursday	Spend 30 minutes on Tassomai
Friday	Create a glossary of 10 new terms that you need to know from your Knowledge Organiser.

Revision techniques and strategies

1. Turn your huge amount of revision notes into small and easy to handle
2. Put a question on the front of your flash cards and write the answer on the reverse – then ask someone to quiz you
3. Mind map – what is the topic and what are the key points you need to remember? You could use different colours for different ideas/characters
4. A question a day – complete an exam question, under timed conditions, each day
5. Record yourself reading your notes and listen back to yourself
6. BUG the question – write out exam questions, examine the key words and plan an answer
7. Use of post-it notes – place post-it notes in key places so you are constantly reading key information
8. Make lists of important facts and figures
9. Draw diagrams to help you visually remember your notes
10. 'Look, cover, say, write, check' – use this method to make sure that you are remembering key information





Poetry Terminology

POETIC DEVICE	DEFINITION
Enjambment	Lines that end without punctuation and without completing a sentence
Dialect	A particular form of a language which is linked to a specific region or social group.
Assonance	When two or more words close to one another repeat the same vowel sound but start with different consonant sounds. For example: <u>g</u> o and m <u>o</u> w the lawn.
Metaphor	Two different things or ideas fused together: one thing is described as the other.
Free verse	Poetry without regular patterns of rhyme and rhythm.
Simile	One thing is said to be like another, using the words as or like.
Sibilance	The repeated consonant sound is either s, sh, z. For example “ <u>s</u> udden <u>s</u> ucc <u>ess</u> ive fligh <u>t</u> s of bullet <u>s</u> <u>s</u> treak the <u>s</u> ilence <u>.</u> ”
Sonnet	A lyric poem of fixed form: fourteen lines of iambic pentameter rhymed.
Rhyme	Repetition of the same or similar sounds occurs in two or more words. For example: “bank” and “tank”
Personification	A figure of speech which endows animals, ideas, or inanimate objects with human traits or abilities.
Caesura	A stop in the middle of the line of a poem
End Stop	A full stop at the end of a line of a poem
Stanza	A group of lines in a poem (similar to a paragraph within a piece of writing)
In Media Res	When the poem starts in the middle of the action
Narrative poem	A longer form of poetry that tells an entire story, with a beginning, middle, and end
Sonnet	A 14-line poem that follows a strict rhyme scheme

Power and Conflict Anthology: Theme of Power

<u>Ozymandias</u>	<u>London</u>
<p>Ozymandias is a sonnet written by Romantic poet, Percy Shelley. The sonnet explores the legacy of Ozymandias, another name for Egyptian pharaoh Ramesses II, whose statue was discovered at the beginning of the 19th century and was brought to London in 1821. The narrator is told about the statue by a “traveller” who saw the statue in the desert. He describes “two vast and trunkless legs of stone” and the “shattered visage” of the statue, emphasising how the statue has decayed and eroded over time due to the power of nature. The statue still has a “sneer of cold command” which reinforces how Ozymandias was a cruel dictator, who felt he was superior to those he ruled. The volta (turning point) of the sonnet occurs on line 9, where the traveller recounts the words on the pedestal of the statue: “my name is Ozymandias, king of kings! Look on my works, ye Mighty, and despair!” Clearly, Ozy believed his “works” and powerful legacy would last forever, however Shelley ironically ends the poem with a reminder that human power is temporary, as “nothing beside remains” of the “colossal wreck” that is now his statue. Shelley mocks Ozymandias for believing his power and rule would last forever, and he uses the sonnet form to remind the reader that human power cannot last, but art, language and nature will remain forever powerful.</p> <p>Speaker: The poem is polyphonic (has many voices) the traveller, Shelley and Ozymandias himself are heard Addressed to: Society About: The rule and legacy of “Ozymandias”</p> <p>Key quotes:</p> <ul style="list-style-type: none">• “Half-sunk, a shatter'd visage lies” (use of powerful adjectives)• “wrinkled lip and sneer of cold command” (alliteration)• “My name is Ozymandias, king of kings”• “colossal wreck” (metaphor)	<p><i>London</i> by Romantic poet William Blake is a powerful critique of the government and royalty during the 1700s. Blake writes in first person, as though he is exploring the streets of London. He describes the streets as “chartered” suggesting they are owned and not free. The people also have “marks of weakness, marks of woe,” as though London has branded them with misery and pain. Anaphora is used in the second stanza to emphasise how “every” person he sees is oppressed and under the control of those in power. The metaphor “mind-forged manacles” creates an image of people who are imprisoned – they cannot think clearly as society has confined them in their own negative and miserable thinking. “Mind-forged” also conveys how the people have helped create their own shackles as it seems impossible they will be able to break free from their self-imposed chains.</p> <p>In Stanza three, colour imagery is used to describe the “blackning” church which Blake suggests is hypocritical as it sends “Chimney Sweepers” to their deaths. Blake also personifies the “soldiers sigh” which “runs in blood down Palace walls.” Here, Blake suggests that the government/ royalty are responsible for the deaths of soldiers, who fight wars whilst royalty and those in power remain unharmed. The poem ends with reference to the “marriage hearse” being “blighted” by the “Harlots curse”- creating a cyclical structure as Blake implies that marriage is a dead institution plagued by sexual diseases and doomed to fail</p> <p>Speaker: William Blake Addressed to: The citizens of London About: Blake, inspired by the French Revolution, wants to send a warning/ incite revolution in London</p> <p>Key quotes:</p> <ul style="list-style-type: none">• The mind-forg'd manacles I hear” (metaphor)• “In every cry of every man ” (repetition)• “youthful Harlots curse/Blasts the new-born Infants tear” (oxymoron)

Power and Conflict Anthology: Theme of Conflict

<u>Remains</u>	<u>War Photographer</u>
<p><i>Remains</i> is a dramatic monologue about the true experience of Guardsman Tromans who served as a soldier during the invasion of Iraq by British and American forces.</p> <p>The monologue explores how Tromans and his other fellow soldiers stopped a “bank” raid and killed their enemy in a violent way. Armitage uses graphic imagery to present the death of the enemy as he is described metaphorically as “the image of agony.” Moreover his enemy’s body is treated carelessly as his “guts” are “carted off” in the back of a lorry – this casual language emphasises how the body of his enemy is treated carelessly, which seems to scar the speaker.</p> <p>The volta, “end of story, except not really” conveys how the soldier cannot simply move on from killing his enemy – he is psychologically traumatised and sees his “blood shadow on patrol.” As the poem develops the soldier returns to his civilian life, and Armitage explores his PTSD in more depth, revealing how “the drink and drugs won’t flush out” the memory of killing his enemy. The end line of the poem: “his bloody life in my bloody hands” is an allusion to Macbeth and is symbolic of the guilt the soldier feels – this line reminds the reader the soldier carry around the memory of killing his enemy forever. Armitage may want to raise awareness of the support soldiers need to cope with what happens at war.</p> <p>Speaker: A soldier (Guardsman Tromans) Addressed to: Society About: A soldier’s experience of being in the Iraq war and killing his enemy</p> <p>Key quotes:</p> <ul style="list-style-type: none">• “in his darkroom he is finally alone”• “running children in nightmare heat” (allusion to Napalm Girl)• “All flesh is grass” (metaphor)• “a hundred agonies in black and white” (metaphor)• “they do not care” (monosyllabic/short sentence)	<p>War Photographer is narrated by an omniscient (god-like) narrator, who narrates and describes the emotions and experiences of a war photographer who has returned from abroad to develop the picture he has taken. He develops the pictures in his “dark room” where the “red light” softly glows, an image of blood and violence, reinforces by the personification of the film as “spools of suffering.” Duffy creates a sense of the scale of suffering through the listing of various cities who have suffered terribly due to conflict: “Belfast, Beirut, Phnom Penh.” As the WP develops the pictures his hands “tremble” revealing how he has been moved and altered by what he has seen. Duffy uses the biblical metaphor “all flesh is grass” to remind the reader that all human life is temporary, and that the WP understands this more than most due to what he has witnessed abroad. As the poem develops, it is clear the WP is struggling to adapt to life in “rural England” and Duffy alludes to the photo Napalm Girl to create a contrast between England and other war zones. By the end of the poem, the reader realises how the public don’t give enough attention to images of war, as only “five or six” are chosen to be published in the newspaper, despite there being a “hundred agonies” to choose from. Duffy describes how the reader’s eyes only “prick with tears”, before continuing with their weekend activities. The poem ends with the WP flying back out to another conflict zone, creating a cyclical structure to show how the WP sacrifices his life but the public “do not care”</p> <p>Speaker: Written from 3rd person, about a War Photographer Addressed to: Society About: The experience of a war photographer who has seen global death and conflict</p> <p>Key quotes:</p> <ul style="list-style-type: none">• The mind-forg'd manacles I hear” (metaphor)• “In every cry of every man ” (repetition)• “youthful Harlots curse/Blasts the new-born Infants tear” (oxymoron)

Vocabulary	Wider Research	Apply
<ol style="list-style-type: none"> 1. Implicit 2. Explicit 3. Specifically 4. Identify 5. Describe 6. Audience 7. Purpose 8. Form 9. Metaphorically 10. Interpret 11. Synthesise 12. Information 13. Setting 14. Caesura 15. Structure 16. Plot 17. Enjambment 18. End Stop 19. Summarise 20. Language 21. Methods 22. Techniques 23. Narrate 24. Climax 25. Denouement 26. Pathetic Fallacy 27. Viewpoint 28. Sensory Language 29. Emotive language 30. Sentence form 	<p>Watch readings of the 15 poems from the anthology on Youtube– what are images do the videos highlight?</p> <p>Listen to Mr Bruff’s revision resources. If you look through his channel, there will be one for each exam text - https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w</p> <p>Or, to Stacey Raey’s top grade analysis. If you look through her channel, there will be one for each exam text - https://www.youtube.com/watch?v=Eg4v6i-BGYU</p>	<ol style="list-style-type: none"> 1. Complete a mind-map of revision for each of the poems within the anthology 2. Create flashcards for each of the themes within the poetry anthology. Test yourself by linking quotations, context and themes together 3. Research each author from the anthology and time period of writing. How can you link your knowledge of this to the events in the novel? 4. Create a quotation pack of key quotations from each of the poem 5. Use the CGP/York Notes revision guides to make notes on each poem. Think about the language, structure and form of each poem